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ABSTRACT

The data collection instruments used to gather information on the state Right to Read Program, during the periods from 1972 to 1973 and from 1973 to 1974, are presented in this volume. Questionnaires included assess the roles and opinions of the following key individuals in the state and local levels of program administration: chief state school officer, state Right to Read director, assistant superintendent for instruction, director of the state teacher certification agency, director of the state adult basic education program, chairperson of the state Right to Read advisory council, local district Right to Read director, district superintendent, assistant superintendent, principal/director, teacher, and local district adult basic education director. (Author/KS)

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G-61

AN ASSESSMENT OF THE STATE AGENCY COMPONENT OF THE RIGHT TO READ PROGRAM

FINAL REPORT

VOLUME III

DATA COLLECTION INSTRUMENTS

June 1976

Prepared for:

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FOREWORD

This is Volume III of an "Assessment of the State Agency Component of the Right to Read Program - Final Report." This volume contains the data collection instruments which were used to collect the information described in Volume I - National Findings[1/] and Volume II - State Profiles[2/]. The data collection instruments are presented in this volume in the following order:

- Chief State School Officer Questionnaire;
- State Right to Read Director Questionnaire - Part A;
- State Right to Read Director Questionnaire - Part B;
- State Assistant Superintendent for Instruction Questionnaire;
- Director, State Teacher Certification Agency Questionnaire;
- Director of State Adult Basic Education Program;
- Chairperson, State Right to Read Advisory Council Questionnaire;
- Local District Right to Read Director Questionnaire;
- District Superintendent/Assistant Superintendent for Instruction Questionnaire;
- Principal/Director Questionnaire
- Teacher Questionnaire; and
- Local District Adult Basic Education Director Questionnaire.

1/ Gross, S., et al., An Assessment of the State Agency Component of the Right to Read Program, Volume I - National Findings. Applied Management Sciences, Silver Spring, Maryland. June, 1976, Under Contract No.: OEC 300-75-0263.

2/ Gross, S., et al., An Assessment of the State Agency Component of the Right to Read Program, Volume II - State Profiles. Applied Management Sciences, Silver Spring, Maryland. June, 1976, Under Contract No.: OEC 300-75-0263.

I.D. No. ☐☐☐☐☐☐☐☐☐

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CHIEF STATE SCHOOL OFFICER QUESTIONNAIRE

1. Is Right to Read cited as one of the major educational objectives of the State Board of Education plan or similar document?

   (1) ☐ Yes

   (2) ☐ No

2. Was an official proclamation in support of the Right to Read effort issued by: (Mark all that apply)

   ☐ The Governor's office

   ☐ The legislative branch

   ☐ Your office

   ☐ Another State Educational Agency office

   ☐ A professional organization, specify _____

   ☐ Other, specify _____

   ☐ None of these

3. What are the major changes (e.g., changes in personnel, line and staff arrangements, etc.,) that have taken place in the administration at the State level as a result of the Right to Read Program in your State?

_____

_____

_____

_____

4. What are the problem areas of the Right to Read Program as you see it?

_____

_____

_____

_____

5. Do you anticipate making any significant changes in administrative structures, reporting relationships, budgets, or any other important facets of the State Right to Read Program during the next few years? Please specify.

_____

_____

_____

_____

6. What effect would loss of the State's Right to Read grant have on your State's reading program?

_____

_____

_____

_____

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7. What changes, if any, has the State Right to Read Program effected that would not have been accomplished if the Right to Read effort had not existed?

_____

_____

_____

_____

8. Please rate the National Right to Read objectives in terms of their importance in the implementation of your State's Right to Read Program. (Mark the five most important and the five least important in the appropriate boxes)

National Right to Read Objectives	The five most important in your State (1)	The five least important in your State (2)
1. Develop a comprehensive plan to encompass all activities to move toward the elimination of illiteracy.	☐	☐
2. Assess the needs, resources, and direction of reading in the State Agency in relation to the Right to Read Program.	☐	☐
3. Conduct a Statewide assessment of the state-of-the-art of reading.	☐	☐
4. Establish goals and objectives and develop strategies for reaching them.	☐	☐
5. Devise a system to deliver organizational and instructional strategies between State and local educational agencies.	☐	☐
6. Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.	☐	☐
7. Provide training for local educational agency Right to Read Directors.	☐	☐
8. Assist local educational agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.	☐	☐
9. Establish a "Standard of Excellence" to provide criteria for reading program development and evaluation for local school districts.	☐	☐
10. Provide technical assistance in the areas of assessment, planning, building, and operating programs, and in evaluating program results.	☐	☐
11. Identify, validate, and disseminate promising programs developed within the State.	☐	☐
12. Develop State Right to Read dissemination vehicles.	☐	☐
13. Sponsor State conferences and workshops on Right to Read.	☐	☐
14. Develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels.	☐	☐
15. Use Right to Read materials to involve the educational community and the private sector in the process of reading and in State and community level volunteer activity.	☐	☐
16. Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary.	☐	☐

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I.D. No. [ ][ ][ ][ ][ ][ ][ ][ ][ ]

O.M B. No. 51-S75074
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STATE RIGHT TO READ DIRECTOR QUESTIONNAIRE

Part A

Please fill out completely and hold until the project interview team arrives.

Personal Data

1. Age

(1)	☐	20-24	(5)	☐	40-44
(2)	☐	25-29	(6)	☐	45-49
(3)	☐	30-34	(7)	☐	50 and over
(4)	☐	35-39	(8)	☐	No response

2. Sex

(1)	☐	Female
(2)	☐	Male

3. Salary Range (Mark only one)

(1)	☐	Under $10,000 yr.	(4)	☐	$20,000-$24,999 yr.
(2)	☐	$10,000-$14,999 yr.	(5)	☐	$25,000 yr. and over
(3)	☐	$15,000-$19,999 yr.	(6)	☐	No response

4. What is your highest educational degree? (Mark only one)

(1)	☐	B.A. or B.S.	(5)	☐	Ph.D.
(2)	☐	M.A. or M.S.	(6)	☐	Ed.D
(3)	☐	Advanced Certificate		☐	Other, specify_____
(4)	☐	Educational Specialist Degree			

5. What was your major educational area of specialization? (Mark only one)

(1)	☐	Elementary education	(5)	☐	Educational administration
(2)	☐	Curriculum development	(6)	☐	Educational psychology
(3)	☐	Reading	(7)	☐	Counseling
(4)	☐	Special education		☐	Other, specify_____

6. Which of the following positions have you ever held? (Mark all that apply)

- ☐ Teacher
- ☐ Reading specialist
- ☐ Counselor
- ☐ Principal or Dean
- ☐ Reading director
- ☐ Special education staff
- ☐ State administrative staff
- ☐ Local district administrative staff
- ☐ Psychometrician
- ☐ Other, specify_____

APPLIED MANAGEMENT SCIENCES

7.a. Is there certification in your State for the position of: (Mark all that apply)

- ☐ Reading teacher or instructor
- ☐ Reading specialist
- ☐ Reading supervisor/director
- ☐ None of the above

b. Are you certified by the State for the position of: (Mark all that apply)

- ☐ Reading teacher
- ☐ Reading specialist
- ☐ Reading supervisor/director
- ☐ None of the above

c. Which new certificates were developed as a result of the Right to Read effort in your State? (Mark all that apply)

- ☐ Reading teacher
- ☐ Reading specialist
- ☐ Reading supervisor/director
- ☐ None of the above

d. How many credit hours have you taken or are currently taking in reading in the following years? (Mark zero if you did not take any)

Number of Credits

(A) Semester	(B) Quarter	
___	___	1975-1976
___	___	1974-1975
___	___	1973-1974
___	___	1972-1973
___	___	1971-1972
___	___	Prior to 1971

e. How many credit hours have you taken or are currently taking in administration/supervision courses in the following years? Include any courses in management. (Mark zero if you did not take any)

Number of Credits

(A) Semester	(B) Quarter	
___	___	1975-1976
___	___	1974-1975
___	___	1973-1974
___	___	1972-1973
___	___	1971-1972
___	___	Prior to 1971

APPLIED MANAGEMENT SCIENCES

8.a. Are you a member of a reading association/council? (Mark all that apply)

- ☐ State
- ☐ Local
- ☐ National
- ☐ None of the above

b. Is this membership a result of your involvement in the Right to Read Program?

- [1] ☐ Yes
- [2] ☐ No

Job Description

9. Who was involved in your selection as State Right to Read Director? (Mark all that apply)

Representatives from:

- ☐ Chief State School Officer
- ☐ Governor
- ☐ State Educational Agency
- ☐ Institute of Higher Education
- ☐ State Right to Read Advisory Council
- ☐ State Right to Read Task Force
- ☐ State professional reading council
- ☐ State teacher organization
- ☐ Other, specify _____

10.a. How long have you served as State Right to Read Director?

____ Months

b. How long has your State been participating in Right to Read?

____ Months

c. Were you employed in the State Educational Agency before you became State Right to Read Director?

- [1] ☐ Yes
- [2] ☐ No

d. If yes, how long were you employed in the State Educational Agency before you became State Right to Read Director?

____ Years, ____ Months

11. What other positions do you hold in the State Educational Agency? (Mark all that apply)

- ☐ Assistant Superintendent for Curriculum/Instruction
- ☐ State Director of Federal Educational Programs
- ☐ Other, specify _____
- ☐ Do not hold any other position in the State Educational Agency.

12.a. How many working hours per week do you spend on Right to Read activities?

____ Hours per week

b. How many working hours per week do you spend on non-Right to Read activities?

____ Hours per week

APPLIED MANAGEMENT SCIENCES

13. How was your appointment as State Right to Read Director announced to the public? (Mark all that apply)

- ☐ Press release
- ☐ Local radio
- ☐ Introduction at State Department of Education
- ☐ Introduction at Right to Read Advisory Council Meeting
- ☐ State newsletter
- ☐ Television
- ☐ Other, specify _____
- ☐ No announcement made

14. During the current fiscal year, what percentage of your salary comes from: (Fill in the appropriate percents)

- ____% Specially designated funds from State Right to Read grant
- ____% Other State reading funds
- ____% State public relations funds
- ____% State education or curriculum funds
- ____% Money from other Federally funded programs, specify _____
- ____% Other, specify _____

100% Total

15. Who is your immediate supervisor in your position as State Right to Read Director? (Mark only one)

(1) ☐ Chief State School Officer
(2) ☐ State Assistant Superintendent for Curriculum/Instruction
(3) ☐ Director of Federal Programs
(4) ☐ Other, specify _____

16.a. Do you have a support staff?

(1) ☐ Yes
(2) ☐ No

b. If yes, specify number of staff in each type and full-time equivalent.

Type of Position	Number of Staff (A)	Full-Time Equivalent (B)
Secretarial		
Evaluation		
Training		
Curriculum Development		
Other, specify_____		

APPLIED MANAGEMENT SCIENCES

17. Which of the following funding sources do you have the responsibility for allocating? (Mark all that apply)

Source of Funding

- ☐ National Right to Read grant to the State
- ☐ State-provided Right to Read funds
- ☐ Title I, Elementary and Secondary Education Act
- ☐ Title II, Elementary and Secondary Education Act
- ☐ Title III, Elementary and Secondary Education Act
- ☐ Title III, National Defense Education Act
- ☐ Title IV, Elementary and Secondary Education Act
- ☐ Title V, Elementary and Secondary Education Act
- ☐ Title VII, Elementary and Secondary Education Act
- ☐ Emergency School Aid Act
- ☐ Special education
- ☐ Vocational education
- ☐ Career education
- ☐ Other, specify _____
- ☐ None of the above

18. In which of the following areas have you been consulted on in determining priorities for the expenditure of funds? (Mark all that apply)

- ☐ National Right to Read grant to the State
- ☐ State provided Right to Read funds
- ☐ Title I, Elementary and Secondary Education Act
- ☐ Title II, Elementary and Secondary Education Act
- ☐ Title III, Elementary and Secondary Education Act
- ☐ Title III, National Defense Education Act
- ☐ Title IV, Elementary and Secondary Education Act
- ☐ Title V, Elementary and Secondary Education Act
- ☐ Title VII, Elementary and Secondary Education Act
- ☐ Emergency School Aid Act
- ☐ Special education
- ☐ Vocational education
- ☐ Career education
- ☐ Other, specify _____
- ☐ None of the above

APPLIED MANAGEMENT SCIENCES

19.a. On the following list, fill in the approximate number of hours in your regular work-week to the nearest hour that you spend working in each capacity as State Right to Read Director.

Number of Hours

____ Writing proposals and reports

____ Developing curricula

____ Disseminating program materials and information

____ Conducting in-service training for teachers

____ Conducting training for local district Right to Read directors

____ Effecting change in the State's certification requirements for reading teachers

____ Maintaining communication link with other State reading programs

____ Developing the State's comprehensive plan of action

____ Maintaining communication link with education agencies and resources in the State

____ Conducting public relations activities

____ Providing technical assistance to local districts

____ Working with State Right to Read Advisory Council

____ Working with State Right to Read Task Force

____ Working with State Legislature

____ Other, specify _____

b. Please attach a job description if available.

Right to Read Training

20. How many hours of training were provided to you by the National Right to Read Office? (Mark one box in each column)

Training Hours	1972-1973	1973-1974	1974-1975	1975-1976
(1) Not State Director that year	☐	☐	☐	☐
(2) Less than 40 hours	☐	☐	☐	☐
(3) 41-120 hours	☐	☐	☐	☐
(4) 121-200 hours	☐	☐	☐	☐
(5) 201-280 hours	☐	☐	☐	☐
(6) More than 280 hours	☐	☐	☐	☐
(7) None	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

21. How useful was your Office of Education Right to Read training in enabling you to assume your responsibilities as State Right to Read Director? (Mark one column per area)

Content Area	Very useful (1)	Somewhat useful (2)	Not Useful (3)	The material presented was useful for the role of Right to Read Director, but I already knew it (4)	Not part of my training (5)
Curriculum development	☐	☐	☐	☐	☐
Organization and administration skills	☐	☐	☐	☐	☐
Community relations	☐	☐	☐	☐	☐
Change agent strategies	☐	☐	☐	☐	☐
Interpersonal relations	☐	☐	☐	☐	☐
Teaching of basic reading skills	☐	☐	☐	☐	☐
Evaluation of reading programs	☐	☐	☐	☐	☐
Strategy planning	☐	☐	☐	☐	☐
Preparation of administrative support materials for reading programs	☐	☐	☐	☐	☐
Development and carrying out of tutoring projects in reading	☐	☐	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐	☐	☐
Dissemination techniques	☐	☐	☐	☐	☐
Other, specify _____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

22. In what ways do you feel your Office of Education Right to Read training might have been improved? (Mark all that apply)

☐ No improvement needed

☐ It should be shorter

☐ It should be longer

☐ More participant involvement in planning of training sessions

☐ More variety in presentation modes

☐ Different type of presentation mode

☐ More interaction between participants

☐ More interaction between participants and instructor

☐ A better mastery of subject matter by instructors

☐ More explicit statement of training objectives

☐ More explicit statement of how training objectives relate to my job description

☐ Other, specify _____

_____

APPLIED MANAGEMENT SCIENCES

State Right to Read Training

23.a. How many Right to Read training hours are required by the State in a local district Right to Read Director's: (Mark "0" if none are required)

Number of hours:

___ First year of the Right to Read Program

___ Second year of the Right to Read Program

___ Third year of the Right to Read Program

___ Fourth year of the Right to Read Program

b. How many university course credit hours are available for this training?

___ Semester hours

___ Quarter hours

☐ None

c. May the Right to Read training be applied toward certification as a: (Mark all that apply)

☐ Reading teacher

☐ Reading specialist

☐ Reading supervisor/director

☐ None of the above

24. How many local district Right to Read Directors have completed Right to Read training for the following program years? (Fill in the appropriate number of Directors)

___ First year

___ Second year

___ Third year

___ Fourth year

25. How are local district Right to Read Directors required to make up lost days of training? (Mark all that apply)

☐ They may attend corresponding sessions in subsequent training cycles

☐ They may listen to audio tapes of the training sessions

☐ Other, specify _____

☐ They are not required to make up lost days of training

APPLIED MANAGEMENT SCIENCES

26. How much emphasis was placed on the following content areas in the initial State Right to Read training (first year) provided to local district Right to Read Directors? (Mark one box per content area)

Content Area	A great deal of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Curriculum development	☐	☐	☐
Organization and administration	☐	☐	☐
Community relations	☐	☐	☐
Change agent strategies	☐	☐	☐
Interpersonal relations	☐	☐	☐
Basic reading skills instruction	☐	☐	☐
Evaluation of reading programs	☐	☐	☐
Strategy planning	☐	☐	☐
Preparation of administrative support materials for reading programs	☐	☐	☐
Development and carrying out tutoring projects in reading	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐
Dissemination techniques	☐	☐	☐
Other, specify _____	☐	☐	☐
_____	☐	☐	☐

27. How much emphasis was placed on training in the following content areas in the local district Right to Read Director's second/third years of Right to Read training? (Mark one box per content area)

Content Area	A great deal of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Curriculum development	☐	☐	☐
Organization and administration	☐	☐	☐
Community relations	☐	☐	☐
Change agent strategies	☐	☐	☐
Interpersonal relations	☐	☐	☐
Basic reading skills instruction	☐	☐	☐
Evaluation of reading programs	☐	☐	☐
Strategy planning	☐	☐	☐
Preparation of administrative support materials for reading programs	☐	☐	☐
Development and carrying out tutoring projects in reading	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐
Dissemination techniques	☐	☐	☐
Other, specify _____	☐	☐	☐
_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

28. Do you require that local district Right to Read Directors submit an evaluation of their training?

[1] ☐ Yes

[2] ☐ No

29.a. How many principals in local Right to Read districts were provided training by the State?

___ Principals

☐ No training was provided to principals

b. How many hours of training were provided?

___ Hours

30.a. How many teachers in local Right to Read districts were provided training by the State?

___ Teachers

☐ No training was provided to teachers

b. How many hours of training were provided?

___ Hours

State Right to Read Data

31.a. What are the criteria for determining the distribution of all Right to Read services to local school districts? (Mark all that apply)

☐ Size (i.e., population)

☐ Ethnic composition

☐ Geographic location (e.g., urban, rural, suburban)

☐ Recommendations by State personnel

☐ Results of students' needs assessment

☐ Results of staff needs assessment

☐ Results of instructional system needs assessment

☐ Submission of a comprehensive plan of action by the local school districts

☐ All local districts receive the same amount of support

☐ A.D.A. expenditures

☐ Tax rate for assessed valuation

☐ Other, specify _____

☐ None of the above

b. Has the use of these criteria led to changes in the amount of funds or supportive services distributed to the local school districts?

[1] ☐ Yes

[2] ☐ No

c. If yes, specify _____

APPLIED MANAGEMENT SCIENCES

32. What persons or groups are represented on the State Right to Read Task Force? (Mark all that apply)

- ☐ There is no Task Force
- ☐ Reading specialists
- ☐ Curriculum specialists
- ☐ Library personnel
- ☐ Adult basic education personnel
- ☐ State Right to Read personnel
- ☐ Title I, Elementary and Secondary Education Act personnel
- ☐ Title II, Elementary and Secondary Education Act personnel
- ☐ Title III, Elementary and Secondary Education Act personnel
- ☐ Title III, National Defense Education Act personnel
- ☐ Title IV, Elementary and Secondary Education Act personnel
- ☐ Title V, Elementary and Secondary Education Act personnel
- ☐ Title VII, Elementary and Secondary Education Act personnel
- ☐ Emergency School Aid Act personnel
- ☐ Special education personnel
- ☐ Vocational education personnel
- ☐ Career education personnel
- ☐ Other State Educational Agency personnel, specify _____

_____

33. How much emphasis does the State Right to Read Task Force place on the following activities? (Mark one box per activity)

Activities	Major area of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Reviewing Right to Read proposals and plans	☐	☐	☐
Generating Right to Read proposals and plans	☐	☐	☐
Defining criteria of excellence	☐	☐	☐
Evaluating the Right to Read Program	☐	☐	☐
Amassing public support	☐	☐	☐
Disseminating Right to Read information	☐	☐	☐
Making recommendations on selecting textbooks and materials	☐	☐	☐
Advising in the development of objectives	☐	☐	☐
Advising in the development of curricula	☐	☐	☐
Coordinating Right to Read with other reading programs	☐	☐	☐
Coordinating reading funds	☐	☐	☐
Other, specify _____	☐	☐	☐
_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

34. How many persons are there on the State Right to Read Advisory Council from each of the following groups? (Count each person in only one category)

☐ There is no State Right to Read Advisory Council

___ Public and non-public, non-profit elementary schools

___ Institutions of higher education

___ Parents

___ Professionals in reading and/or related areas

___ Other, specify _____

35.a. How much emphasis does the State Right to Read Advisory Council place on the following activities? (Mark one box per activity)

Activities	Major area of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Reviewing and approving Right to Read proposals and plans	☐	☐	☐
Reviewing and approving criteria of excellence	☐	☐	☐
Reviewing and approving the evaluation of the Right to Read Program	☐	☐	☐
Amassing public support	☐	☐	☐
Disseminating Right to Read information	☐	☐	☐
Making recommendations for selecting textbooks and materials	☐	☐	☐
Advising in the development of objectives	☐	☐	☐
Coordinating Right to Read with other reading programs	☐	☐	☐
Coordinating reading funds	☐	☐	☐
Other, specify _____	☐	☐	☐
_____	☐	☐	☐

b. If the State Right to Read Advisory Council takes a more active role than indicated above, please explain what additional activities take place. _____

_____

_____

36. How many of the following participated in Right to Read during each year of the program in your State? (Fill in the appropriate number in each category)

	First Year	Second Year	Third Year	Fourth Year
Local school districts	___	___	___	___
Elementary schools	___	___	___	___
Junior high schools	___	___	___	___
Senior high schools	___	___	___	___
Adult basic education programs	___	___	___	___
Not applicable for this program year	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

37. What criteria were used to select local districts participating in the Right to Read Program in each phase? (Mark all that apply for each phase)

Criteria	Phase 1	Phase 2	Phase 3	Phase 4
Prior training of local district Right to Read Directors	☐	☐	☐	☐
Previous successful reading programs	☐	☐	☐	☐
Representation across urban, suburban, rural areas	☐	☐	☐	☐
Needs assessment	☐	☐	☐	☐
Number of students	☐	☐	☐	☐
Geographical or regional representation	☐	☐	☐	☐
Willingness of local districts to comply with terms of agreement/contract	☐	☐	☐	☐
Ethnic or racial composition	☐	☐	☐	☐
Random selection of school districts	☐	☐	☐	☐
Competitive proposals	☐	☐	☐	☐
Volunteers	☐	☐	☐	☐
Other, specify _____	☐	☐	☐	☐
_____	☐	☐	☐	☐
Does not apply	☐	☐	☐	☐

38.a. By what year do you anticipate that all local school districts will be participating in the Right to Read Program? (Mark only one)

___ School year

(1) ☐ All are participating now

(2) ☐ Never

b. If any districts have dropped out of participation in Right to Read, what were the reasons? (Mark all that apply)

☐ None have dropped out

☐ Loss of local district Right to Read Director

☐ Failure to comply with terms of the State/local district agreement

☐ Desire of district to terminate involvement

☐ Part of planned rotation of local districts through Right to Read Program

☐ Evidence of non-success of Program in local district

☐ Other, specify _____

Planning and Management

39. Is there an agreement/contract between the State and local school districts?

(1) ☐ Yes

(2) ☐ No

40 Do you primarily: (Mark only one)

(1) ☐ Provide the districts with support and direction when they need it to carry out the Right to Read Program and its objectives?

(2) ☐ Provide them with a complete program to adapt/adopt in their district?

APPLIED MANAGEMENT SCIENCES

41. What provisions are there in the Right to Read Program for non-public schools? (Mark all that apply)

- ☐ Their personnel attend the State's in-service training sessions
- ☐ They receive State Right to Read curriculum materials
- ☐ They have their own Right to Read program
- ☐ They do not participate in the Right to Read Program
- ☐ Other, specify _____

42. Mark the areas in which coordination activities with Right to Read have taken place at the State level. (Mark all that apply)

☐ Vocational education	☐ Behavior disorders
☐ Consumer education	☐ Adult literacy
☐ Career education	☐ Disadvantaged
☐ Gifted	☐ Bilingual
☐ Slow achiever	☐ Handicapped
☐ Educable mentally retarded	☐ Pre-school
☐ Learning disabilities	

43. Please rate the National Right to Read objectives in terms of their importance in the implementation of your State's Right to Read Program. (Mark the five most important and the five least important in the appropriate boxes)

National Right to Read Objectives	The five most important in your State (1)	The five least important in your State (2)
1. Develop a comprehensive plan to encompass all activities to move toward the elimination of illiteracy.	☐	☐
2. Assess the needs, resources, and direction of reading in the State Agency in relation to the Right to Read Program.	☐	☐
3. Conduct a Statewide assessment of the state-of-the-art of reading.	☐	☐
4. Establish goals and objectives and develop strategies for reaching them.	☐	☐
5. Devise a system to deliver organizational and instructional strategies between State and local educational agencies.	☐	☐
6. Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.	☐	☐
7. Provide training for local educational agency Right to Read Directors.	☐	☐
8. Assist local educational agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.	☐	☐
9. Establish a "Standard of Excellence" to provide criteria for reading program development and evaluation for local school districts.	☐	☐
10. Provide technical assistance in the areas of assessment, planning, building and operating reading programs, and in evaluating program results.	☐	☐
11. Identify, validate, and disseminate promising programs developed within the State.	☐	☐
12. Develop State Right to Read dissemination vehicles.	☐	☐
13. Sponsor State conferences and workshops on Right to Read.	☐	☐
14. Develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels.	☐	☐
15. Use Right to Read materials to involve the educational community and the private sector in the process of reading and in State and community level volunteer activity.	☐	☐
16. Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary.	☐	☐

APPLIED MANAGEMENT SCIENCES

Needs Assessment

44. How many Statewide reading needs assessments have been conducted in your State during the past five years? (Mark "0" if no Statewide reading needs assessments have been conducted)

____

(If the answer is "0", please go on to question 49)

45. Did the State needs assessment include: (Mark all that apply for each time period)

	Since 1971 but prior to Right to Read	Since State entered the Right to Read Program
No needs assessment during this time period	☐	☐
Elementary school population	☐	☐
Junior high school population	☐	☐
Senior high school population	☐	☐
Pre-school population	☐	☐
Adult population	☐	☐
Non-public school population	☐	☐
Teachers	☐	☐
Other instruction personnel	☐	☐
Administrative personnel	☐	☐
Dropout population	☐	☐
Other, specify_____	☐	☐

46. What additional sources were used in establishing needs? (Mark all that apply for each time period)

	Since 1971 but prior to Right to Read	Since State entered the Right to Read Program
No needs assessment during this time period	☐	☐
National Right to Read needs assessments and planning package	☐	☐
National assessment of education progress items	☐	☐
Previous State needs assessments	☐	☐
National Center for Education Statistics data	☐	☐
Other, specify_____	☐	☐

47. What types of persons or groups planned the needs assessment? (Mark all that apply for each time period)

	Since 1971 but prior to Right to Read	Since State entered the Right to Read Program
State Right to Read staff	☐	☐
Other State Education Agency personnel	☐	☐
Private consultant organizations	☐	☐
State Board of Education	☐	☐
Legislature	☐	☐
Governor's office	☐	☐
Evaluators from colleges/universities	☐	☐
Local district administrators	☐	☐
Professional teacher organization	☐	☐
State director of evaluation	☐	☐
Reading specialists	☐	☐
Other, specify_____	☐	☐

APPLIED MANAGEMENT SCIENCES

48. How were the results of the needs assessment used? (Mark all that apply for each time period)

	Since 1971 but prior to Right to Read	Since State entered the Right to Read Program
Formulating policy	☐	☐
Developing objectives	☐	☐
Providing documentation for support of Right to Read from the U.S. Office of Education	☐	☐
Providing documentation for support of Right to Read by the State Department of Education	☐	☐
Determining priorities for funding allocations	☐	☐
Developing criteria for selection of local districts	☐	☐
Developing or modifying curricula	☐	☐
Supplying information for other agencies or departments in the State	☐	☐
Requesting allocations of additional State funding for reading	☐	☐
Other, specify_____	☐	☐

49. How often in the past year have you disseminated the following kinds of materials to the following groups/individuals? Fill in all the space in both columns. (Place a "1" in the space if the material is disseminated more than six times in the past year; a "2" if the material is disseminated one to six times in the past year; and a "3" if the material has not been disseminated at all the past year to the group or individual.

1 - More than six times in the past year
2 - One to six times in the past year
3 - Not at all

Disseminated to:	Public Relations Materials/Progress Reports	Training/ Curriculum Materials
State Board of Education	___	___
Governor	___	___
State Legislature	___	___
PTA/PTO	___	___
Professional teacher organization	___	___
District School Superintendents	___	___
National Right to Read Office	___	___
Teachers	___	___
Parents	___	___
Other States	___	___
Non-public school sector	___	___
Local district Right to Read Director	___	___
Local district school boards	___	___
Community/business organizations	___	___
Other, specify_____		
_____	___	___

Please provide copies of representive samples of all materials disseminated in the past year.

APPLIED MANAGEMENT SCIENCES

50. Mark the space that describes most accurately the frequency of use of the various means of dissemination for Right to Read activities at the State level. (Mark one box in the appropriate column for each means of dissemination)

Means of Dissemination	More than six times in the past year (1)	One to six times in the past year (2)	Not at all in the past year (3)
Printed materials	☐	☐	☐
Local television	☐	☐	☐
Local radio	☐	☐	☐
Local newspaper	☐	☐	☐
Professional conferences	☐	☐	☐
Professional journals	☐	☐	☐
Community meetings	☐	☐	☐
PTA/PTO	☐	☐	☐
Other, specify_____	☐	☐	☐
_____	☐	☐	☐

51. Do you require the local school districts to do their own dissemination of Right to Read information?

(1) ___ Yes

(2) ___ No

Technical Assistance

52. Mark the five areas of technical assistance that the State Right to Read Program most frequently provides to the local school districts.

- ☐ Needs assessment
- ☐ Program planning and management
- ☐ Individualizing instruction
- ☐ Amassing public support
- ☐ Classroom management procedures
- ☐ Installing a continuous progress organization
- ☐ Tutor training
- ☐ Working with the private sector
- ☐ General managerial skills
- ☐ Parent training
- ☐ Competency-based staff development
- ☐ Policy guidance
- ☐ Evaluation
- ☐ Developing a budget
- ☐ Other, specify_____

53. Who provides the technical assistance to local school districts? (Mark all that apply)

- ☐ State Right to Read staff
- ☐ Regional Right to Read directors
- ☐ Other State administrative personnel
- ☐ Reading consultants
- ☐ Other consultants
- ☐ Staff or teachers from other State Educational Agencies
- ☐ Staff or teachers from other school districts
- ☐ National Right to Read staff
- ☐ Other, specify_____

APPLIED MANAGEMENT SCIENCES

54. How many State Right to Read conferences and/or workshops would most local school district Right to Read Directors have attended in the past year? (Mark only one)

[1] ☐ 3 or less

[2] ☐ 4-10

[3] ☐ More than 10

55. How often, in the past year, did you and/or your staff speak at local school districts' in-service workshops or similar activities on topics such as approaches to, or techniques of reading instruction? (Mark only one)

[1] ☐ 0-9 times

[2] ☐ 10-49 times

[3] ☐ 50-99 times

[4] ☐ 100-200 times

[5] ☐ More than 200 times

Evaluation

56. What kinds of baseline data were collected on students prior to the beginning of the Right to Read Program in your State? (Mark all that apply)

☐ None

☐ Reading levels on achievement or diagnostic tests

☐ Other test results

☐ Measures of Attitudes

☐ Measures of Behavior

☐ Other, specify _____

57.a. Has a formal evaluation been conducted to determine how well the State Right to Read objectives are being met?

[1] ☐ Yes (Please supply a copy of the evaluation report.)

[2] ☐ No

(If no, go to question 64)

b. If yes, in what school year?

___ Year

c. By whom? (Mark all that apply)

☐ State Right to Read

☐ National Right to Read

☐ State Educational Agency evaluation personnel

☐ External evaluation consultants

☐ Other State Educational Agency office, specify _____

_____

☐ Other, specify _____

d. Are the criteria of excellence used in the evaluation of the State Right to Read Program?

[1] ☐ Yes

[2] ☐ No

58. Were any standardized tests used as part of the evaluation of the State Right to Read Program?

[1] ☐ Yes

[2] ☐ No

APPLIED MANAGEMENT SCIENCES

59. Who received the results of the State evaluation? (Mark all that apply)

- ☐ Local school district Right to Read Directors
- ☐ State Board of Education
- ☐ Chief State School Officer
- ☐ General public
- ☐ National Right to Read Office
- ☐ Other, specify _____
- ☐ None

60. What kinds of revisions or modifications have been made to the Right to Read Program as a result of the evaluation data? (Mark all that apply)

- ☐ Revision in staff assignments or responsibilities of State Right to Read personnel
- ☐ Revision of State Educational Agency Right to Read objectives to make them more specific and measurable
- ☐ Revision in the focus of Right to Read for greater emphasis on diagnostic prescriptive method for reading instruction
- ☐ Development and/or distribution of reading materials for specific content areas
- ☐ Revision in training program for local school district Right to Read Directors
- ☐ Other, specify _____
- ☐ None

61. To what extent did revisions or modifications of the Right to Read Program occur?

(1) ☐ Extensive revisions requiring major change of objectives or program

(2) ☐ Minor revisions requiring only slight revisions of objectives or program

(3) ☐ None

62. What role did local school district Right to Read Directors play in the State evaluation of Right to Read? (Mark all that apply)

- ☐ Planning the evaluation strategy
- ☐ Conducting the evaluation process
- ☐ Providing own assessment
- ☐ Analyzing the data
- ☐ Other, specify _____
- ☐ None

63.a. Are local school districts required to conduct their own evaluation?

(1) ☐ Yes

(2) ☐ No

b. If yes, are they provided with technical assistance in: (Mark all that apply)

- ☐ Planning the evaluation strategy
- ☐ Conducting the evaluation process
- ☐ Analyzing the data
- ☐ Interpreting data results
- ☐ Other, specify _____
- ☐ None

64. Has a budget allocation been made for a formal evaluation of the Right to Read Program in the next year?

(1) ☐ Yes

(2) ☐ No

APPLIED MANAGEMENT SCIENCES

I.D. No. [ ][ ][ ][ ][ ][ ][ ][ ][ ]

Approval Expires 6/76

STATE RIGHT TO READ DIRECTOR QUESTIONNAIRE

Part B

Effect of the Right to Read Program

1. What effect has the State Right to Read Program had on attitudes toward reading? (Mark one box per line)

	Improved (1)	No Effect (2)	Worsened (3)
Students' attitudes toward reading	☐	☐	☐
Teachers' attitudes toward reading instruction	☐	☐	☐
Principals' attitudes toward the reading program	☐	☐	☐

2. What effect has the State Right to Read Program had on student's reading habits? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in reading	☐	☐	☐
Library and/or classroom book usage	☐	☐	☐

3. What other effect has the State Right to Read had on teachers? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in teaching reading	☐	☐	☐
Preparatory time for teaching reading	☐	☐	☐
Demand for teacher aides	☐	☐	☐
Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐
Interaction with administrators (e.g., increased communication about reading programs)	☐	☐	☐

4. What other effect has the State Right to Read had on principals? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent on administration of reading programs	☐	☐	☐
Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐
Interaction with students (e.g., visiting classrooms)	☐	☐	☐
Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

5. How has Right to Read changed the variety of reading methods in your State? (Mark only one)

(1) ☐ Expanded the number of methods being used

(2) ☐ Restricted reading instruction to a few specific methods

(3) ☐ Not changed the number of methods being used

6. Since the State began the Right to Read Program, has there been an increase in the number of credit hours required for certification for: (Mark all that apply)

☐ Reading teacher

☐ Reading specialist

☐ Reading supervisor/director

☐ None of the above

7. Since the State began the Right to Read Program, has there been an increase in the number of hours of practicum/student teaching/internship for: (Mark all that apply)

☐ Reading teacher

☐ Reading specialist

☐ Reading supervisor/director

☐ None of the above

8. Since the State began the Right to Read Program, has there been an establishment of new certification categories for:

☐ Reading teacher

☐ Reading specialist

☐ Reading supervisor/director

☐ None of the above

9.a. Have any bills been introduced in the State Legislature that might affect the Right to Read Program?

(1) ☐ Yes

(2) ☐ No

b. If yes, please provide appropriate documentation.

_____

_____

_____

APPLIED MANAGEMENT SCIENCES

10. What problems have arisen in the State as a result of the Right to Read Program? (Mark as many as apply)

- ☐ No problems
- ☐ Dissatisfaction with Right to Read objectives
- ☐ Conflict between Right to Read objectives and other State objectives
- ☐ School district administrators feel reading is being emphasized at the expense of other programs
- ☐ Teachers feel reading is being emphasized at the expense of other programs
- ☐ Some teachers have been slow to accept the Right to Read strategy
- ☐ Some district administrators have been slow to accept the Right to Read strategy
- ☐ State staff have resisted the leadership of the State Right to Read Director
- ☐ Local school districts have resisted the leadership of the local district Right to Read Director
- ☐ Other, specify _____

_____

11. To what extent have the above problems been overcome? (Mark only one)

(1) ☐ Almost all of them have been overcome

(2) ☐ Some of them have been overcome

(3) ☐ None of them have been overcome

12. How can Right to Read be improved at the National level? (Mark all that apply)

- ☐ Better training should be provided to State Educational Agency Right to Read Directors to carry out responsibilities
- ☐ More National personnel are needed
- ☐ National personnel should travel to States more often
- ☐ More administrative guidelines are needed from National Right to Read
- ☐ Fewer administrative guidelines are needed from National Right to Read
- ☐ Greater dissemination of information is needed on how to implement the Right to Read strategy
- ☐ Other, specify _____

_____

APPLIED MANAGEMENT SCIENCES

13. How can Right to Read be improved at the State level? (Mark all that apply)

- ☐ More staff support is needed for State Educational Agency Right to Read Director to carry out responsibilities
- ☐ Incentive money should be provided to encourage participation of reluctant local districts
- ☐ Greater dissemination of information on the Right to Read strategy should be provided
- ☐ Right to Read Director needs a stronger role in the State Educational Agency Administration.
- ☐ More involvement in and support of Right to Read are needed from the State Educational Agency administration
- ☐ More involvement in and support of Right to Read are needed from the State Board of Education
- ☐ More involvement in and support of Right to Read are needed from the Chief State School Officer
- ☐ Other, specify_____

How can Right to Read be improved at the local district level? (Mark all that apply)

- ☐ Local district Right to Read Directors need stronger role in the school district administration
- ☐ More involvement in and support of Right to Read are needed from the school district Right to Read Directors
- ☐ More involvement and support are needed from other school district administrators
- ☐ More involvement in and support of Right to Read are needed from principals
- ☐ More involvement in and support of Right to Read are needed from teachers
- ☐ More involvement and support are needed from parents/community
- ☐ A better evaluation and feedback process is needed
- ☐ Greater dissemination of information is needed on the Right to Read strategy
- ☐ More workshops, consultants, in-service training and other forms of technical assistance are needed
- ☐ Other, specify _____

_____

14. What would happen to the Right to Read Program in your State if the State no longer received Right to Read funding? The State would: (Mark only one)

(1) ☐ Continue the program without any resources being necessary

(2) ☐ Continue the program using its own resources

(3) ☐ Continue the program only if other resources were available

(4) ☐ Discontinue the program

APPLIED MANAGEMENT SCIENCES

16. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Some improvement needed (2)	Nothing done in this area (3)	Not familiar enough to say (4)
Planning Right to Read Programs	☐	☐	☐	☐
Conducting needs assessments	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of District Right to Read Directors	☐	☐	☐	☐
Providing technical assistance to District Right to Read Programs	☐	☐	☐	☐
Evaluating the Right to Read Program	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read reading programs to fit the Right to Read effort	☐	☐	☐	☐

17. In what areas is your current budget not sufficient to enable your State to meet the Right to Read goals and objectives? (Mark all that apply)

- ☐ Your salary
- ☐ Travel costs
- ☐ Support staff
- ☐ Materials and supplies
- ☐ Administrative costs
- ☐ Training
- ☐ Consultant agreements
- ☐ Contractual services
- ☐ Internal resource utilization
- ☐ Dissemination
- ☐ Curriculum development
- ☐ Equipment
- ☐ Other, specify _____

_____

APPLIED MANAGEMENT SCIENCES

I.D. No. ☐☐☐☐☐☐☐.☐☐

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STATE ASSISTANT SUPERINTENDENT FOR INSTRUCTION QUESTIONNAIRE
(or similar official responsible for reading instruction, other than the State Right to Read Director)

1. Are you a member of the State Right to Read: (Mark all that apply)

☐ Advisory Council

☐ Task Force

☐ Neither

2. How is your division/office linked to the Right to Read Program within the State Educational Agency organizational structure? (Mark only one)

(1) ☐ This division/office supervises the Right to Read Program

(2) ☐ Right to Read supervises this division/office

(3) ☐ This division/office and Right to Read are of equal status and report to the same division/office/person within the State Educational Agency

(4) ☐ This division/office and Right to Read are combined in a single division/office

☐ Other, specify _____

3. Please indicate which of the following Right to Read activities you have participated in during the past year and the degree of participation. (Mark one box per line)

	Participated To a Great Extent (1)	Participated Somewhat (2)	Did Not Participate (3)	No Such Activity (4)
Coordinating existing reading curriculum with Right to Read Program	☐	☐	☐	☐
Coordinating existing reading funds with Right to Read funds	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Preparing Right to Read proposals	☐	☐	☐	☐
Developing Right to Read objectives	☐	☐	☐	☐
Implementing Right to Read needs assessment	☐	☐	☐	☐
Evaluating Right to Read Program	☐	☐	☐	☐
Disseminating Right to Read Information	☐	☐	☐	☐
Planning State or regional conferences related to Right to Read	☐	☐	☐	☐
Other, specify _____	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

4. What type of leadership and authority does the Right to Read Director have to carry out coordination activities? (Mark all that apply)

- ☐ Formal authority/leadership vested in position of Right to Read Director
- ☐ Informal authority based on prestige of the position
- ☐ Informal authority based on prestige of person now holding the position of Right to Read Director
- ☐ Informal authority/leadership based on support of the Chief State School Officer
- ☐ Authority/leadership based on the use of Right to Read funds
- ☐ Authority/leadership based on power to coordinate non-Right to Read funds
- ☐ Other, specify _____
- ☐ None

5. What types of coordination activities have occurred between Right to Read and other reading programs in your State? (Mark all that apply)

- ☐ Coordination of planning
- ☐ Coordination of evaluation
- ☐ Coordination of funds
- ☐ Coordination of personnel
- ☐ Coordination of curricula
- ☐ Coordination of training
- ☐ Other, specify _____
- ☐ None

6. In which of the following areas does the State Right to Read Director assist in determining priorities of expenditure of all reading funds? (Mark all that apply)

- ☐ State reading funds
- ☐ Title I, Elementary and Secondary Education Act
- ☐ Title II, Elementary and Secondary Education Act
- ☐ Title III, Elementary and Secondary Education Act
- ☐ Title III, National Defense Education Act
- ☐ Title IV, Elementary and Secondary Education Act
- ☐ Title VII, Elementary and Secondary Education Act
- ☐ Emergency School Aid Act
- ☐ Special Education
- ☐ Vocational Education
- ☐ Career Education
- ☐ Adult Education
- ☐ Adult Basic Education
- ☐ General Educational Development
- ☐ Other, specify _____
- ☐ None of the above

APPLIED MANAGEMENT SCIENCES

7. With which of the following educational areas is Right to Read being coordinated? (Mark all that apply)

- ☐ Vocational education
- ☐ Consumer education
- ☐ Career education
- ☐ Gifted
- ☐ Slow achiever
- ☐ Educable mentally retarded
- ☐ Learning disabilities
- ☐ Behavior disorders
- ☐ Adult literacy
- ☐ Pre-school children
- ☐ Other, specify _____
- ☐ None of the above

8. Please rank in order from 1 to 8 the following activities as to how essential they are for success of the Right to Read Program in your State. Use "1" for the most essential; "2" for the next most essential to "8" for the least essential.

	Rank
Planning and coordination of all reading activities	___
Assessing needs in the area of reading	___
Establishing reading as a top priority	___
Developing, identifying, validating reading programs and activities	___
Training administration in area of reading program development, including in-service and pre-service training, and many of the functions performed by workshops and conferences	___
Training reading staff in area of reading program development, including in-service and pre-service training, and many of the functions performed by workshops and conferences	___
Providing technical assistance to school districts in the areas of needs assessment, planning, and reading program development	___
Evaluating programs to determine how well they are reaching their objectives	___

APPLIED MANAGEMENT SCIENCES

9.a. Has your State conducted an evaluation of the effectiveness of the State Right to Read Program?

[1] ☐ Yes

[2] ☐ No

(If no, go on to question 11)

b. If yes, in what school year? (Mark all that apply)

☐ 1972-1973

☐ 1973-1974

☐ 1974-1975

☐ 1975-1976

c. Who conducted the evaluation? (Mark all that apply)

☐ State Right to Read Office

☐ This office

☐ Other State office, specify _____

☐ Outside consultants

☐ Other, specify _____

d. If your office conducted an evaluation, was this separate from any Right to Read internal evaluation? (Mark only one)

[1] ☐ Yes

[2] ☐ No

[3] ☐ There was no Right to Read internal evaluation

e. If yes, have you or will you give feedback to Right to Read based on your evaluation?

[1] ☐ Yes

[2] ☐ No

10. What modifications or revisions have been made in the State Right to Read Program as a result of evaluation data?

☐ No modifications or revisions have been made

☐ Change in content of program, such as methods of reading instruction

☐ Change in administrative structure

☐ Modification of State Right to Read objectives

☐ Other, specify _____

APPLIED MANAGEMENT SCIENCES

11. Please rate the National Right to Read objectives in terms of their importance in the implementation of your State's Right to Read Program. (Mark the five most important and the five least important in the appropriate boxes)

National Right to Read Objectives	The five most important in your State (1)	The five least important in your State (2)
1. Develop a comprehensive plan to encompass all activities to move toward the elimination of illiteracy.	☐	☐
2. Assess the needs, resources, and direction of reading in the State Agency in relation to the Right to Read Program.	☐	☐
3. Conduct a Statewide assessment of the state-of-the-art of reading.	☐	☐
4. Establish goals and objectives and develop strategies for reaching them.	☐	☐
5. Devise a system to deliver organizational and instructional strategies between State and local educational agencies.	☐	☐
6. Select local educational agencies which are representative of the geographic location and student population of the State to participate in the program and secure specific agreements for their participation.	☐	☐
7. Provide training for local educational agency Right to Read Directors.	☐	☐
8. Assist local educational agencies in assessing needs of pupils, teachers, and institutions, and aid them in building and evaluating reading programs using appropriate Right to Read materials.	☐	☐
9. Establish a "Standard of Excellence" to provide criteria for reading program development and evaluation for local school districts.	☐	☐
10. Provide technical assistance in the areas of assessment, planning, building, and operating reading programs, and in evaluating program results.	☐	☐
11. Identify, validate, and disseminate promising programs developed within the State.	☐	☐
12. Develop State Right to Read dissemination vehicles.	☐	☐
13. Sponsor State conferences and workshops on Right to Read.	☐	☐
14. Develop multiplier effects in Right to Read by encouraging cooperation across agencies at the State and local levels.	☐	☐
15. Use Right to Read materials to involve the educational community and the private sector in the process of reading and in State and community level volunteer activity.	☐	☐
16. Review and evaluate teacher certification requirements with respect to reading and urge reform if necessary.	☐	☐

APPLIED MANAGEMENT SCIENCES

12.a. Have any bills been introduced in the State Legislature that might affect the Right to Read Program?

(1) ☐ Yes

(2) ☐ No

b. If yes, what are they? _____

_____

_____

13.a. How has Right to Read changed the variety of reading methods in your State? (Mark only one)

(1) ☐ Expanded the number of reading methods being used

(2) ☐ Restricted the number of reading methods being used

(3) ☐ Not changed the number of reading methods being used

b. If the number of reading methods has changed, please specify _____

_____

_____

_____

14. Has your State benefited significantly in any way from being part of Right to Read? (Mark all that apply)

☐ The State has not benefited in any meaningful way

☐ Much more enthusiasm for reading exists

☐ More money and supplies are available

☐ Teachers are more interested in teaching reading

☐ Other, specify_____

15. What would happen if the State no longer received Right to Read funding? The State would: (Mark only one)

(1) ☐ Continue without any resources being necessary

(2) ☐ Continue using its own resources

(3) ☐ Continue only if other resources were available

(4) ☐ Discontinue the program

APPLIED MANAGEMENT SCIENCES

16.a. In general, the State Right to Read Program has been: (Mark only one)

(1) ☐ Very successful

(2) ☐ Somewhat successful

(3) ☐ Ineffective

(4) ☐ Unsuccessful

b. Do you primarily attribute this to: (Mark all that apply)

☐ The funds provided

☐ The content of the program

☐ The persons administering the program

☐ The persons implementing the program

☐ Other, specify _____

17. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Much improvement needed (2)	Nothing done in this area (3)	I am not familiar enough with what has been done in this area (4)
Planning Right to Read Programs	☐	☐	☐	☐
Assessing needs	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of District Right to Read Directors	☐	☐	☐	☐
Technical assistance to District Right to Read Programs	☐	☐	☐	☐
Disseminating information, materials	☐	☐	☐	☐
Evaluating Right to Read Program	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read Programs to fit the Right to Read effort	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

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DIRECTOR, STATE TEACHER CERTIFICATION AGENCY QUESTIONNAIRE

1. What are the current degree requirements for certification for the following positions? (Mark one for each position)

Position	Degree requirements: None (1)	B.A. or B.S. (2)	M.A. or M.S. (3)
Reading teacher:			
Elementary	☐	☐	☐
Junior High	☐	☐	☐
Secondary	☐	☐	☐
Reading specialist or resource person:			
Elementary	☐	☐	☐
Junior High	☐	☐	☐
Secondary	☐	☐	☐
Reading supervisor/director:			
Elementary	☐	☐	☐
Junior High	☐	☐	☐
Secondary	☐	☐	☐

2. What is the current number of semester or quarter credit hours in reading theory/methodology courses required for certification for the following positions? (Fill in all lines that apply)

	Number of semester credit hours required	Number of quarter credit hours required
Reading teacher:		
Elementary	___	___
Junior high	___	___
Secondary	___	___
Reading specialist or resource person:		
Elementary	___	___
Junior high	___	___
Secondary	___	___
Reading supervisor/director:		
Elementary	___	___
Junior high	___	___
Secondary	___	___

APPLIED MANAGEMENT SCIENCES

3. What is the number of years of total teaching experience required for certification for the following positions? (Fill in all lines that apply)

Reading specialist or resource person:

___ Elementary
___ Junior high
___ Secondary

Reading supervisor/director:

___ Elementary
___ Junior high
___ Secondary

4. How have State certification requirements in reading changed in the past two years? (Mark all that apply)

☐ Increase in requirements for reading teacher
☐ Increase in requirements for reading specialist or resource person
☐ Establishment of a certification for reading specialist or resource person
☐ Establishment of a certification for reading supervisor/director
☐ Other, specify_____
☐ No changes made

5. What changes are pending for State certification requirements in reading? (Mark all that apply)

☐ Increase in requirements for reading teacher
☐ Increase in requirements for reading specialist or resource persons
☐ Establishment of a certification for reading specialist or resource person
☐ Establishment of a certification for reading supervisor/director
☐ Other, specify_____
☐ No changes contemplated

APPLIED MANAGEMENT SCIENCES

6. To what extent can the following changes, or proposed changes, in reading certification requirements be attributed to the Right to Read Program? (Mark one box per line)

	To a great extent (1)	To some extent (2)	Little or no extent (3)	No changes made or proposed (4)
Change in:				
Degree requirements for reading teacher	☐	☐	☐	☐
Degree requirements for reading specialist	☐	☐	☐	☐
Degree requirements for reading supervisor/director	☐	☐	☐	☐
Credit hours in reading courses for reading teacher	☐	☐	☐	☐
Credit hours in reading courses for reading specialist	☐	☐	☐	☐
Credit hours in reading courses for reading supervisor/ director	☐	☐	☐	☐
Years of teaching experience for reading specialist	☐	☐	☐	☐
Years of teaching experience for reading supervisor/ director	☐	☐	☐	☐

7. How has the State Right to Read Director been involved in the area of reading certification? (Mark all that apply)

☐ Worked with universities to plan program changes due to new certification requirements

☐ Prepared position paper advocating minimum number of courses to be required for certification

☐ Assisted colleges and universities in applying for funding of demonstration models for improving teacher preparation

☐ Worked with Teacher Certification Committee of State Reading Council to gather information about acceptable levels of teacher preparation

☐ Worked with State Teacher Accreditation Agency on program approval standards

☐ Other, specify _____

_____

☐ None of the above

8. Were you asked to provide information on teacher certification in the development of your State's Right to Read proposal or comprehensive plan?

(1) ☐ Yes

(2) ☐ No

9. Is the Right to Read Director consulted on proposed changes in teacher certification or program approval?

(1) ☐ Yes

(2) ☐ No

APPLIED MANAGEMENT SCIENCES

10. Is some training in reading a certification requirement for all teachers at the following levels in your State? (Mark all that apply)

- ☐ Elementary
- ☐ Junior High
- ☐ Secondary
- ☐ None of these

11. In the past two years, what has been the trend in persons granted reading certification? (Mark only one)

- (1) ☐ Many more granted than before
- (2) ☐ A few more granted than before
- (3) ☐ No more than usual granted
- (4) ☐ Less than usual granted

APPLIED MANAGEMENT SCIENCES

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DIRECTOR OF STATE ADULT BASIC EDUCATION PROGRAM

1. About how many hours per month do you spend on activities related to the State Right to Read Program?

   ___ Hours per month

2. Does the Adult Basic Education Program have a representative on the State Right to Read: (Mark all that apply)

   ☐ Advisory Council

   ☐ Task Force

   ☐ Neither

3. How often do you and the State Right to Read Director consult on matters regarding the administration of adult reading programs? (Mark only one)

   (1) ☐ At least weekly
   (2) ☐ Two or three times a month
   (3) ☐ Monthly
   (4) ☐ Infrequently
   (5) ☐ Never

4. Do you feel you understand the goals and objectives of the State Right to Read Program?

   (1) ☐ Yes
   (2) ☐ No

5.a. Has the State Right to Read Program addressed adults' reading needs?

   (1) ☐ Yes
   (2) ☐ No

   b. If yes, how? _____

6.a. Are the State Right to Read goals and objectives congruent with the goals and objectives of the Adult Basic Education Program? (Mark only one)

   (1) ☐ Yes, almost all of them are
   (2) ☐ Some are, some are not
   (3) ☐ No, they are not congruent

   b. Please specify any incongruence _____

7.a. Has a State reading needs assessment of the adult population been done?

   (1) ☐ Yes
   (2) ☐ No

   b. If yes, who planned the needs assessment? (Mark all that apply)

   ☐ State Adult Basic Education personnel

   ☐ State Right to Read personnel

   ☐ Other State personnel

   ☐ Other, specify _____

8. How many Adult Basic Education teachers are there in the State?

   ___ Teachers

APPLIED MANAGEMENT SCIENCES

9.a. How many Adult Basic Education teachers in your State received any technical assistance from the State Right to Read Program in the areas of: (Fill in the approximate number of teachers for each applicable area)

____ Needs assessment

____ New and/or innovative approaches to teaching reading

____ Curriculum development in the area of reading

____ Incorporation of the Right to Read strategy in the teaching of subjects other than reading

____ Instructional materials development

____ Other, specify _____

____ None of the above

b. Was this technical assistance specifically geared for the instruction of adults?

(1) ____ Yes

(2) ____ No

10.a. Have you attended any workshops or conferences sponsored by Right to Read?

(1) ____ Yes

(2) ____ No

b. If yes, how many workshops or conferences in the past year?

____ Workshops/conferences

c. Was adult literacy covered as a separate topic in these meetings?

(1) ____ Yes

(2) ____ No

11.a. Has any evaluation been conducted in your State to determine the effectiveness of the adult component of the State Right to Read Program?

(1) ____ Yes

(2) ____ No

b. If yes, by whom? (Mark all that apply)

____ State Right to Read personnel

____ State Adult Basic Education personnel

____ National Right to Read personnel

____ Other, specify _____

c. Was this evaluation:(Mark only one)

(1) ____ Part of an overall Right to Read evaluation?

(2) ____ A separate adult evaluation?

(3) ____ Other, specify _____

d. Did you receive the results of the evaluation?

(1) ____ Yes

(2) ____ No

e. What revisions or modifications of the Adult Basic Education Programs in your State were made as a result of evaluation data? (Mark all that apply)

____ Change in method of reading instruction

____ Change in staff assignments or responsibilities of Adult Basic Education personnel

____ Modification of objectives of Adult Basic Education programs

____ Other, specify _____

____ None

APPLIED MANAGEMENT SCIENCES

12. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Some improvement needed (2)	Nothing done in this area (3)	I am not familiar enough with what has been done in this area (4)
Planning Right to Read Programs	☐	☐	☐	☐
Needs assessment	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of District Right to Read Directors	☐	☐	☐	☐
Technical assistance to District Right to Read Programs	☐	☐	☐	☐
Dissemination of program materials	☐	☐	☐	☐
Program evaluation	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read reading programs to fit the Right to Read effort	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

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CHAIRPERSON, STATE RIGHT TO READ ADVISORY COUNCIL QUESTIONNAIRE

1.a. Who selected the State Advisory Council members? (Mark all that apply)

- [ ] Chief State School Officer
- [ ] State Educational Agency Assistant Superintendent for Instruction (or similar official whose responsibilities cover the instruction of reading)
- [ ] State Right to Read Director
- [ ] Other State Educational Agency personnel
- [ ] Governor or Legislature
- [ ] National Right to Read Office
- [ ] Chairperson of the Advisory Council (yourself)
- [ ] Other (specify) _____
- [ ] None of the above

b. To whom does the Advisory Council report? (Mark all that apply)

- [ ] Chief State School Officer
- [ ] State Educational Agency Assistant Superintendent for Instruction (or similar official whose responsibilities cover the instruction of reading)
- [ ] State Right to Read Director
- [ ] Other State Educational Agency personnel
- [ ] Governor or Legislature
- [ ] National Right to Read Office
- [ ] Chairperson of the Advisory Council (yourself)
- [ ] Other (specify) _____
- [ ] None of the above

How many members does the Advisory Council currently have? ____

What is the composition of the Advisory Council?
(Give number of persons)

a. Number of:

- ____ Men
- ____ Women

b. Number of:

- ____ Blacks (not of Hispanic origin)
- ____ Hispanic
- ____ Asians or Pacific Islanders
- ____ American Indians or Alaskan natives
- ____ Whites (not of Hispanic origin)

c. Number of:

- ____ Teachers
- ____ Reading specialists
- ____ Library personnel
- ____ PTA/PTO representatives
- ____ Other parents
- ____ Students
- ____ Business organizations
- ____ Local district administrative personnel
- ____ Adult Basic Education personnel
- ____ Teacher organization representatives
- ____ State Right to Read personnel
- ____ Other State Educational Agency personnel
- ____ Institute of higher education personnel
- ____ Other, specify _____

APPLIED MANAGEMENT SCIENCES

4. Which of these groups do you represent? (Mark only one)

(01) ☐ Teachers
(02) ☐ Library personnel
(03) ☐ PTA/PTO
(04) ☐ Other parents
(05) ☐ Students
(06) ☐ Local district administrative personnel
(07) ☐ Institute of higher education personnel
(08) ☐ Business organizations
(09) ☐ Adult basic education personnel
(10) ☐ Teacher organizations
(11) ☐ State Right to Read personnel
(12) ☐ Other State Educational Agency personnel
(13) ☐ Other, specify _____

5. How many days per year do you spend on Right to Read activities?

____ Days per year

6. For how many months has the Advisory Council been in existence?

____ Months

7. How many times per year does the Advisory Council meet?

____ Times per year

8. What was the average attendance at Advisory Council meetings over the last year?

____

9.a. Are Advisory Council meetings open to the public?

(1) ☐ Yes, always
(2) ☐ Sometimes
(3) ☐ No, never

b. If meetings are open, what is average number of non-members at each meeting?

____ Non-members

10. How are the members of the Advisory Council compensated for their participation? (Mark only one)

(1) ☐ Expenses reimbursed
(2) ☐ No compensation
☐ Other compensation, specify_____

APPLIED MANAGEMENT SCIENCES

11. Mark the three most important duties and responsibilities of the State Right to Read Advisory Council

- ☐ Planning of State Right to Read program
- ☐ Defining criteria of excellence
- ☐ Evaluating State Right to Read program
- ☐ Amassing public support
- ☐ Disseminating information to public
- ☐ Selecting textbooks, materials
- ☐ Developing objectives
- ☐ Developing curriculum
- ☐ Coordinating Right to Read with other reading programs
- ☐ Coordinating reading funds
- ☐ Other, specify _____

12. In what way do you feel the Advisory Council could improve its contribution to the Right to Read Program in your State? (mark all that apply)

- ☐ No improvements necessary
- ☐ Increase decision-making responsibilities of Council
- ☐ Decrease decision-making responsibilities of Council
- ☐ Report to another person, specify _____
- ☐ Increase size of Council
- ☐ Decrease size of Council
- ☐ Increase representation of minority groups and/or women
- ☐ Recruit members with more professional experience in the field of reading
- ☐ Recruit more members from outside professional reading field
- ☐ Meet more frequently
- ☐ Get the public to contribute more ideas and support to the Council
- ☐ Other, specify _____

APPLIED MANAGEMENT SCIENCES

13. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Some improvement needed (2)	Nothing done in this area (3)	Not familiar enough to say (4)
Planning Right to Read Programs	☐	☐	☐	☐
Conducting needs Assessment(s)	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of District Right to Read directors	☐	☐	☐	☐
Providing technical assistance to District Right to Read Programs	☐	☐	☐	☐
Disseminating program materials	☐	☐	☐	☐
Evaluating program	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read reading programs to fit the the Right to Read effort	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

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LOCAL DISTRICT RIGHT TO READ DIRECTOR QUESTIONNAIRE

Personal Data

1. Age

(1) ☐ 20-24
(2) ☐ 25-29
(3) ☐ 30-34
(4) ☐ 35-39
(5) ☐ 40-44
(6) ☐ 45-49
(7) ☐ 50 and over
(8) ☐ No response

2. Sex

(1) ☐ Female
(2) ☐ Male

3.a. Salary Range (Mark only One)

(1) ☐ Under $10,000 yr.
(2) ☐ $10,000 [illegible],999 yr.
(3) ☐ $15,000-$19,999 yr.
(4) ☐ $20,000-$24,999 yr.
(5) ☐ $25,000 yr. and over
(6) ☐ No response

b. Is your contract for: (Mark only one)

(1) ☐ 9 months or less
(2) ☐ 10 months
(3) ☐ 11 months
(4) ☐ 12 months
(5) ☐ None of the above

c. Are you tenured in the district?

(1) ☐ Yes
(2) ☐ No

4. What is your highest education degree? (Mark only one)

(1) ☐ B.A. or B.S
(2) ☐ M.A. or M.S.
(3) ☐ Educational Specialist Degree
(4) ☐ Advanced Certificate
(5) ☐ Ph.D.
(6) ☐ Ed.D.
☐ Other, specify _____

5. What was your major educational area of specialization? (Mark only one)

(1) ☐ Elementary Education
(2) ☐ Curriculum development
(3) ☐ Reading
(4) ☐ Special education
(5) ☐ Educational psychology
(6) ☐ Counseling
(7) ☐ Educational administration
☐ Other, specify _____

_____

APPLIED MANAGEMENT SCIENCES

6.a. Are you certified by the State as a: (Mark all that apply)

(1) ☐ Reading teacher

(2) ☐ Reading specialist

(3) ☐ Reading supervisor/director

(4) ☐ None of the above

b. How many credit hours have you taken or are currently taking in the academic years: (Mark zero if you did not take any)

Number of credits		
(A)	(B)	
Semester	Quarter	
_____	_____	1975-1976
_____	_____	1974-1975
_____	_____	1973-1974
_____	_____	1972-1973
_____	_____	1971-1972
_____	_____	prior to 1971

c. How many credit hours have you taken or are currently taking in administration/supervision in the following academic years? You may include courses in management. (Mark zero if you did not take any)

Number of credits		
(A)	(B)	
Semester	Quarter	
_____	_____	1975-1976
_____	_____	1974-1975
_____	_____	1973-1974
_____	_____	1972-1973
_____	_____	1971-1972
_____	_____	prior to 1971

7. Which of the following positions have you ever held? (Mark all that apply)

☐ Teacher

☐ Reading Specialist

☐ Counselor

☐ Principal or Dean

☐ Reading Director (other than your Right to Read position)

☐ Special Education

☐ State Administrative Staff

☐ Local District Administrative Staff

☐ Psychometrician

☐ Other, specify_____

8.a. Are you now a member of a reading association/council? (Mark all that apply)

☐ State

☐ Local

☐ National

☐ None of the above

b. Is this membership a result of your involvement in the Right to Read program?

(1) ☐ Yes

(2) ☐ No

APPLIED MANAGEMENT SCIENCES

Job Description

9.a. How long have you served as local district Right to Read Director?

____ Months

b. How long has your district been participating in Right to Read?

____ Months

c. How long were you employed in this district before you became local district Right to Read Director? (Mark only one)

____ Months

☐ Was not employed in this district before becoming Right to Read Director

10.a. Is your position as a local district Right to Read Director: (Mark only one)

(1) ☐ Full-time

(2) ☐ Part-time

b. If part-time, how many hours per week do you spend on Right to Read activities?

____ Hours/week

c. How many hours per week, outside your duties as Right to Read Director, do you spend in the following positions? (Fill in the number of hours for all that apply)

____ Teacher
____ Reading Specialist
____ Counselor
____ Principal
____ Other district level administrator
____ Other, specify_____

11. How was your appointment as local district Right to Read Director announced to the public? (Mark all that apply)

☐ Press release
☐ Local radio
☐ Announcement from superintendent to local schools
☐ Special announcement at Board of Education meeting
☐ District newsletter
☐ Teacher meeting
☐ Television
☐ Other, specify_____
☐ No announcement made

12. Who is your immediate supervisor in your position as local district Right to Read Director? (Mark only one)

(1) ☐ Principal

(2) ☐ Local District Assistant Superintendent

(3) ☐ Local District Superintendent

☐ Other, specify_____

APPLIED MANAGEMENT SCIENCES

13. How many of the following types of people do you directly supervise (people for whom you have primary responsibility for performance evaluation)? (Fill in the appropriate number for each category)

☐	Do not have a support staff	___	Training
___	Secretarial	___	Right to Read teachers
___	Curriculum	___	Other reading specialists
___	Evaluation	___	Other, specify_____

14. In which of the following areas have you been consulted on in determining priorities for expenditures? (Mark all that apply)

- ☐ Local District Right to Read funds
- ☐ State Right to Read funds
- ☐ Title I, Elementary and Secondary Education Act
- ☐ Title II, Elementary and Secondary Education Act
- ☐ Title III, Elementary and Secondary Education Act
- ☐ Title III, National Defense Education Act
- ☐ Title IV, Elementary and Secondary Education Act
- ☐ Title VII, Elementary and Secondary Education Act
- ☐ Emergency School Aid Act
- ☐ Special Education
- ☐ Vocational Education
- ☐ Career Education
- ☐ Other local district funds
- ☐ Other, specify_____
- ☐ None of the above

15. On the following list, rank the amount of time you spend working in each activity as district Right to Read Director. (Mark one box for each activity)

Activities	A great deal of time (1)	Some time (2)	Little or no time (3)
Writing proposals and reports	☐	☐	☐
Administering Right to Read Program	☐	☐	☐
Training teachers	☐	☐	☐
Observing and supervising teachers	☐	☐	☐
Developing curriculum	☐	☐	☐
Developing Right to Read dissemination materials	☐	☐	☐
Disseminating program within community	☐	☐	☐
Disseminating program to other districts	☐	☐	☐
Evaluating Right to Read Program	☐	☐	☐
Instructing in remedial reading	☐	☐	☐
Teaching, classroom	☐	☐	☐
Visiting classes for other than teaching or teacher observation	☐	☐	☐
Working with politicians and newspapers	☐	☐	☐
Working with local district Advisory Council/ Unit Task Force	☐	☐	☐
Other, specify_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

Right to Read Training

16. How many class hours of State Right to Read training did you attend in: (Mark one box in each column)

Training Hours	1972-1973	1973-1974	1974-1975	1975-1976
(1) Not local district Director that year	☐	☐	☐	☐
(2) Less than 40 hours	☐	☐	☐	☐
(3) 40-119 hours	☐	☐	☐	☐
(4) 120-199 hours	☐	☐	☐	☐
(5) 200-239 hours	☐	☐	☐	☐
(6) 240-279 hours	☐	☐	☐	☐
(7) 280 hours or more	☐	☐	☐	☐
(8) None	☐	☐	☐	☐

(If no training in any of these years, please go on to Question #22.)

17.a. Have you received university course credit for your State Right to Read training?

(1) ☐ Yes

(2) ☐ No

b. If yes, how many credit hours did you receive?

Number of Hours

___ Semester hours

___ Quarter hours

18. How much emphasis was placed on the following areas in your initial (1st year) State Right to Read training: (Mark one box per content area)

Content Area	A great deal of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Curriculum development	☐	☐	☐
Organization and administration	☐	☐	☐
Community relations	☐	☐	☐
Change agent strategies	☐	☐	☐
Interpersonal relations	☐	☐	☐
Basic reading skills instruction	☐	☐	☐
Evaluation of reading programs	☐	☐	☐
Strategy planning	☐	☐	☐
Preparation of administrative support materials for reading programs	☐	☐	☐
Development and carrying out of tutoring projects in reading	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐
Dissemination techniques	☐	☐	☐
Other, specify_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

19. How much emphasis was spent in the following areas in your follow-up (2nd and 3rd year) State Right to Read training? (Mark one box per content area)

Content Area	A great deal of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Curriculum development	☐	☐	☐
Managerial skills	☐	☐	☐
Community relations	☐	☐	☐
Change agent strategies	☐	☐	☐
Interpersonal relations	☐	☐	☐
Basic reading skills instruction	☐	☐	☐
Evaluation of reading programs	☐	☐	☐
Strategy planning	☐	☐	☐
Development and carrying out tutoring projects in reading	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐
Classroom organization and management	☐	☐	☐
Dissemination techniques	☐	☐	☐
Other, specify_____	☐	☐	☐

20. How useful was your State Right to Read training in enabling you to assume your responsibilities as local district Right to Read Director? (Mark one box per area)

	Very useful (1)	Somewhat useful (2)	Not useful (3)	The material presented was useful for the role of Right to Read Director, but I already knew it (4)	Not part of training (5)
Curriculum development	☐	☐	☐	☐	☐
Managerial skills	☐	☐	☐	☐	☐
Community relations	☐	☐	☐	☐	☐
Change agent strategies	☐	☐	☐	☐	☐
Interpersonal relations	☐	☐	☐	☐	☐
Basic reading skills instruction	☐	☐	☐	☐	☐
Evaluation of reading programs	☐	☐	☐	☐	☐
Strategy planning	☐	☐	☐	☐	☐
Preparation of administrative support materials	☐	☐	☐	☐	☐
Development and carrying out tutoring projects in reading	☐	☐	☐	☐	☐
Diagnostic/prescriptive approach	☐	☐	☐	☐	☐
Classroom organization and management	☐	☐	☐	☐	☐
Dissemination techniques	☐	☐	☐	☐	☐
Other, specify_____	☐	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

21. In what ways do you feel your State Right to Read training could be improved? (Mark all that apply)

- ☐ No improvement needed
- ☐ It should be shorter
- ☐ It should be longer
- ☐ More variety in presentation modes
- ☐ Different type of presentation mode
- ☐ There should be interaction between new Right to Read Directors and those with some experience
- ☐ More interaction between participants
- ☐ More interaction between participants and instructors
- ☐ Instructors need better mastery of subject matter
- ☐ More explicit statement of the training objectives
- ☐ More explicit statement of how the training objectives relate to my job description
- ☐ Principals should be included in training
- ☐ Teachers should be included in training
- ☐ Other, specify_____

School District Right to Read Data

22. How many schools in your district are participating in the Right to Read Program?

Number of Schools

- ____ Elementary schools
- ____ Junior high schools
- ____ Secondary schools

23. Is there a local district Right to Read Advisory Council?

(1) ☐ Yes

(2) ☐ No, go on to Question #25.

24. How much emphasis does the Right to Read Advisory Council place on the following activities? (Mark one box per activity)

Activities	Major area of emphasis (1)	Emphasized somewhat (2)	Not dealt with at all (3)
Reviewing Right to Read proposals and plans	☐	☐	☐
Evaluating Right to Read Program	☐	☐	☐
Amassing public support	☐	☐	☐
Disseminating information	☐	☐	☐
Making recommendations on selecting textbooks and materials	☐	☐	☐
Advising in development of curricula	☐	☐	☐
Listening to reports	☐	☐	☐
Other, specify_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

25.a. Has your local district provided a budget for Right to Read activities which does not include Federal or State funds?

(1) ☐ Yes

(2) ☐ No

b. If yes, what is the total dollar amount you have in this allocation?

$_____

26. Please rank order from 1 to 8 all the activities on the following list as to how essential they are for success of the Right to Read Program in your district. Place a "1" for the most essential; "2" for the next most essential; to "8" as the least essential activity.

____ Planning and coordination of reading activities

____ Assessing needs in the area of reading

____ Establishing reading as a top priority

____ Developing, identifying validated reading programs and activities

____ Training administration in area of reading program development

____ Training teaching staff in area of reading program development (includes in-service and pre-service training, and many of the functions performed by workshops and conferences)

____ Receiving technical assistance from the State in areas of needs assessment, planning, and reading program development

____ Evaluating programs to determine how well they are reaching their objectives

27. Does the State Right to Read Program primarily: (Mark only one)

(1) ☐ Provide you with support and direction when needed in carrying out your program and its objectives

(2) ☐ Provide you with a complete program to adapt/adopt in your district

(3) ☐ Provide little or no support of any type to the district

28. Is the focus of your district's Right to Read Program primarily aimed at: (Mark only one)

(1) ☐ Gifted/high achievers in reading

(2) ☐ Average readers

(3) ☐ Slow achievers in reading

29. To what extent are you working with the following educational areas in connection with Right to Read? (Mark one box per educational area)

Educational Areas	To a great extent (1)	Sometimes (2)	Not at all (3)	We do not have this area (4)
Vocational education	☐	☐	☐	☐
Consumer education	☐	☐	☐	☐
Gifted	☐	☐	☐	☐
Slow achievers	☐	☐	☐	☐
Educable mentally retarded	☐	☐	☐	☐
Learning disabilities	☐	☐	☐	☐
Behavior disorders	☐	☐	☐	☐
Compensatory education	☐	☐	☐	☐
Bilingual	☐	☐	☐	☐
Physically handicapped	☐	☐	☐	☐
Adult literacy	☐	☐	☐	☐
Pre-school	☐	☐	☐	☐
Other, specify_____	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

30. How do the non-public schools in your local district participate in your Right to Read Program? (Mark all that apply)

- ☐ Their personnel attend our in-service training sessions
- ☐ They receive curriculum materials
- ☐ They receive support services
- ☐ They are represented on the Right to Read Advisory Council
- ☐ They do not participate
- ☐ They have their own Right to Read Program
- ☐ Other, specify_____

31. How much participation have you had in the following activities in your district? (Mark one box per activity)

Activities	A great deal of Participation (1)	Some Participation (2)	No Participation (3)
Planning the Right to Read Program	☐	☐	☐
Conducting Right to Read activities	☐	☐	☐
Providing independent assessments of the Right to Read Program	☐	☐	☐
Analyzing progress data	☐	☐	☐
Observing Right to Read classrooms	☐	☐	☐
Revising or modifying the Right to Read Program based on evaluation or other data	☐	☐	☐
Changing administrative methods of the Right to Read Program	☐	☐	☐
Modifying school objectives to make them more measurable and specific	☐	☐	☐
Other, specify_____ _____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

32. How much participation have principals in your district had in the following activities? (Mark one box per activity)

Activities	A great deal of Participation (1)	Some Participation (2)	No Participation (3)
Planning the Right to Read Program	☐	☐	☐
Conducting Right to Read activities	☐	☐	☐
Providing independent assessments of the Right to Read Program	☐	☐	☐
Analyzing progress data	☐	☐	☐
Observing Right to Read classrooms	☐	☐	☐
Revising or modifying the Right to Read Program based on evaluation or other data	☐	☐	☐
Changing administrative methods of the Right to Read Program	☐	☐	☐
Modifying school objectives to make them more measurable and specific	☐	☐	☐
Other, specify_____ _____	☐	☐	☐

33. If a needs assessment has been performed as part of your district's Right to Read Program, what populations were included? (Mark all that apply)

☐ No needs assessment has been performed
☐ Non-public school population
☐ Pre-school population
☐ Dropout population
☐ Adult population
☐ Teacher population
☐ Public school population
☐ Other, specify_____

34. Did you find the needs assessment data useful in formulating your district's Right to Read plans? (Mark only one)

(1) ☐ Very useful
(2) ☐ Somewhat useful
(3) ☐ Not at all useful

Dissemination

35. How often in the past year have Right to Read activities been presented through any of the following vehicles? (Mark one box per line.)

	More than six times in the past (1)	One to six times in the past (2)	Not at all in the past year (3)
District newsletter or similar publication	☐	☐	☐
Local media not sponsored by your district	☐	☐	☐
Conferences sponsored by your district	☐	☐	☐
Presentations at professional meetings	☐	☐	☐
PTA/PTO meetings	☐	☐	☐
Other, specify_____	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

36.a. How many times in the past year have you met with the PTAs in your district to explain or discuss the Right to Read Program?

____ Number of times

b. How many times in the past year have you met with the Board of Education to explain or discuss the Right to Read Program?

____ Number of times

Technical Assistance

37.a. Has the technical assistance you have received from the State Right to Read Program been sufficient in the following areas? (Mark one box per line)

	Fully sufficient for district needs (1)	Barely sufficient for district needs (2)	Not at all sufficient for district needs (3)
Individualizing instruction	☐	☐	☐
Amassing public support	☐	☐	☐
Training tutors	☐	☐	☐
Working with the non-public school sector	☐	☐	☐
Training in program management	☐	☐	☐
Educating parents	☐	☐	☐
Evaluating program	☐	☐	☐
Other(s)_____ _____	☐	☐	☐

b. If any area is checked, "not at all sufficient for district needs," please explain the problem_____

_____

_____

c. Did you actively seek this technical assistance?

(1) ☐ Yes

(2) ☐ No

d. Are you ever provided with technical assistance from the State Right to Read that you did not request?

(1) ☐ Yes

(2) ☐ No

38. How many times in the past year did you or your staff conduct in-service workshops or similar activities on topics such as approaches to or techniques of reading instruction?

_____Number of times

APPLIED MANAGEMENT SCIENCES

Evaluation

39. What kinds of baseline data were collected on students prior to the beginning of the Right to Read Program in your district? (Mark all that apply)

- ☐ None
- ☐ Reading level on achievement or diagnostic test
- ☐ Other tests results
- ☐ Attitude measures
- ☐ Behavior measures
- ☐ Other, specify_____

40.a. Has a formal evaluation been conducted in your district to determine how well your district Right to Read objectives are being met?

(1) ☐ Yes. Please supply a copy of the evaluation report.

(2) ☐ No

b. If yes, in what school year?

____

c. By whom? (Mark all that apply)

- ☐ State Right to Read
- ☐ Local district
- ☐ National Right to Read
- ☐ Other, specify_____

d. If other than district, did you receive information regarding the criteria for evaluation prior to the evaluation?

(1) ☐ Yes

(2) ☐ No

41. If your local district conducted an evaluation, was it assisted in this process by the State Right to Read?

(1) ☐ Yes

(2) ☐ No

42. Was formal testing used as part of the evaluation of the program?

(1) ☐ Yes

(2) ☐ No

43. What kinds of revisions or modifications have been made to your Right to Read Program as a result of evaluation data? (Mark all that apply)

- ☐ No revisions or modifications have been made
- ☐ Change in method of reading instruction
- ☐ Change in staff assignments or responsibilities
- ☐ Modification of local district Right to Read objectives to make them more specific and measurable
- ☐ Other, specify_____

44. Describe the most significant procedural policy change(s) resulting from past Right to Read evaluations.

_____

_____

_____

_____

APPLIED MANAGEMENT SCIENCES

45. Has a budget allocation been made for a formal evaluation of the district's Right to Read Program in the next year?

(1) ☐ Yes

(2) ☐ No

Effect of the Right to Read Program

46. What effect has the Right to Read Program had on attitudes in your district? (Mark one box per line)

	Improved (1)	No effect (2)	Worsened (3)
Students' attitudes toward reading	☐	☐	☐
Teachers' attitudes toward reading instruction	☐	☐	☐
Principals' attitudes toward the reading program	☐	☐	☐

47. What other effect has the Right to Read Program had on students' reading habits in your district? (Mark one box per line)

	Increased (1)	No effect (2)	Decreased (3)
Time spend in reading	☐	☐	☐
Library and/or classroom book useage	☐	☐	☐

48 What other effect has the Right to Read Program had on teachers in your district? (Mark one box per line)

	Increased (1)	No effect (2)	Decreased (3)
Time spent in teaching reading	☐	☐	☐
Preparatory time for teaching reading	☐	☐	☐
Demand for teacher aides	☐	☐	☐
Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐
Interaction with administrators (e.g., increased communication about reading programs)	☐	☐	☐

49. What other effect has the Right to Read Program had on principals in your district? (Mark one column per line)

	Increased (1)	No effect (2)	Decreased (3)
Time spent on administration of reading programs	☐	☐	☐
Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐
Interaction with students (e.g., visiting classrooms)	☐	☐	☐
Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

50. What problems have arisen in the school district as a result of Right to Read? (Mark all that apply)

- ☐ No problem
- ☐ Dissatisfaction with Right to Read objectives
- ☐ Conflict between Right to Read objectives and other district objectives
- ☐ Teachers feel reading is being emphasized at the expense of other programs
- ☐ Some teachers have been slow to accept the Right to Read strategy
- ☐ Some principals have been slow to accept the Right to Read strategy
- ☐ Other district administrators have been slow to accept the Right to Read strategy
- ☐ District staff have resisted the leadership of the district Right to Read Director
- ☐ Other, specify_____

_____

51. To what extent have the problems been overcome? (Mark only one)

(1) ☐ All have been overcome

(2) ☐ Some have been overcome

(3) ☐ None have been overcome

52. How has Right to Read changed the variety of reading methods being used in your district? (Mark only one)

(1) ☐ Expanded the number of methods being used

(2) ☐ Restricted reading instruction to a few specific methods

(3) ☐ Not changed the number of methods being used

53. What would happen to the Right to Read Program in your district if the State no longer received Right to Read funding? The district would: (Mark only one)

(1) ☐ Continue the program without any resources being necessary

(2) ☐ Continue the program using its own resources

(3) ☐ Discontinue the program

APPLIED MANAGEMENT SCIENCES

54. How can the Right to Read Program be improved in your district? (Mark the 5 most important improvements.)

- ☐ No improvements needed
- ☐ More staff support is needed for the district Right to Read Director to carry out responsibilities
- ☐ A larger budget is needed for the district Right to Read Director
- ☐ Better training is needed for the district Right to Read Director
- ☐ Better training is needed for the district reading teachers
- ☐ Better training is needed for the district principals
- ☐ More administrative guidelines are needed from the State Right to Read Program
- ☐ Better administrative guidelines are needed from the State Right to Read Program
- ☐ Fewer administrative guidelines are needed are needed from the State Right to Read Program
- ☐ Greater dissemination of information on the Right to Read strategy is needed from the State
- ☐ Greater dissemination of information on effective teaching methods in reading is needed from the State
- ☐ A stronger role in the district administration is needed for the district Right to Read Director
- ☐ More involvement and support are needed from parents and/or the community
- ☐ More involvement and support are needed from teachers
- ☐ More involvement and support are needed from principals
- ☐ More involvement and support are needed from district administration
- ☐ A better evaluation process and feedback are needed from the State Right to Read Program
- ☐ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the State Right to Read
- ☐ Other, specify _____

APPLIED MANAGEMENT SCIENCES

55. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Much improvement needed (2)	Nothing done in this area (3)	I am not familiar enough with what has been done in this area (4)
Planning Right to Read Programs	☐	☐	☐	☐
Assessing needs	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of district Right to Read Directors	☐	☐	☐	☐
Technical assistance to district Right to Read Programs	☐	☐	☐	☐
Disseminating information, materials	☐	☐	☐	☐
Evaluating Right to Read Program	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read Programs to fit the Right to Read effort	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

I.D.No. [ ][ ][ ][ ][ ][ ][ ][ ][ ]

O.M.B. No. 51-S75071
Approval Expires 6/76

DISTRICT SUPERINTENDENT/ASSISTANT SUPERINTENDENT FOR INSTRUCTION QUESTIONNAIRE

Personal and District Information

1. When do you expect that every school in your district will be participating in the Right to Read Program? (Fill in only one)

   ____ (School year)

   (1) ☐ All are now participating

   (2) ☐ Not part of our present plans

   (3) ☐ Don't know

1.a. Are there criteria that Right to Read schools in your district must comply with to be considered participating Right to Read schools?

   (1) ☐ Yes

   (2) ☐ No

   b. If yes, please specify what they are. _____

2. How is school participation in Right to Read regulated? (Mark only one)

   (1) ☐ Only schools which volunteer are selected for participation

   (2) ☐ All schools are mandated to participate

   (3) ☐ Certain schools are selected by particular criteria

   (4) ☐ No regulations exist at this time

   (5) ☐ Other, specify _____

3.a. If participation is voluntary, have any schools chosen not to participate in Right to Read?

   (1) ☐ Yes

   (2) ☐ No

   b. If yes, for what reasons?

   c. What support and/or materials have been made available to Right to Read schools but not to others in the district?

APPLIED MANAGEMENT SCIENCES

5.a. Have you dropped any schools from participation in the Right to Read Program?

(1) ☐ Yes

(2) ☐ No

b. If yes, for what reasons? (Mark all that apply)

☐ Failure to implement Right to Read objectives

☐ Lack of pressing need for program

☐ Other, specify_____

6.a. Have any schools volunteered to participate in Right to Read but not been included yet?

(1) ☐ Yes

(2) ☐ No

b. If yes, for what reasons? (Mark all that apply)

☐ Did not fit needs assessment categories

☐ Not enough resources to provide Right to Read Program to all buildings

☐ Other, specify_____

7. What is the average salary in your district for elementary teachers? (Mark only one)

(1) ☐ Under $10,000 per year

(2) ☐ $10,000-$14,999 per year

(3) ☐ $15,000-$19,999 per year

(4) ☐ $20,000-$24,999 per year

(5) ☐ $25,000 and over

8. What is the average salary in your district for principals? (Mark only one)

(1) ☐ Under $10,000 per year

(2) ☐ $10,000-$14,999 per year

(3) ☐ $15,000-$19,999 per year

(4) ☐ $20,000-$24,999 per year

(5) ☐ $25,000 and over

9.a. Does the district receive any funds from National Right to Read for Right to Read activities?

(1) ☐ Yes

(2) ☐ No

b. If yes, how much was received from National Right to Read last year?

$_____

10.a. Does the district receive any funds from the State Right to Read for Right to Read activities?

(1) ☐ Yes

(2) ☐ No

b. If yes, how much was received from State Right to Read last year?

$_____

APPLIED MANAGEMENT SCIENCES

11.a. Is there a special line item in the school district's budget, apart from your regular reading budget, designated for Right to Read activities?

(1) ☐ Yes

(2) ☐ No

b. If yes, how much money is designated for Right to Read?

$_____

12.a. Does the district Right to Read Director have responsibility for allocating the actual expenditures of this money?

(1) ☐ Yes

(2) ☐ No

b. If no, does he make recommendations for expenditure allocations?

(1) ☐ Yes

(2) ☐ No

13.a. Are any funds, other than Right to Read funds, used for Right to Read activities?

(1) ☐ Yes

(2) ☐ No

b. If yes, from what sources do they come? (Mark all that apply)

☐ State

☐ Local

☐ Federal

☐ Other, specify_____

14. How many hours per month do you spend on Right to Read activities?

___ Hours per month

15. How often does the district Right to Read Director meet with teachers or staff involved with other Federally funded instructional programs? (Mark only one)

(1) ☐ Weekly

(2) ☐ Monthly

(3) ☐ Less than monthly but regularly

(4) ☐ Infrequently

(5) ☐ Never

(8) ☐ Don't know

16. How would you rate the training the district Right to Read Director received from the State Right to Read Program in order to carry out the responsibilities of the position? (Mark only one)

(1) ☐ Very good

(2) ☐ Good

(3) ☐ Poor

(4) ☐ Can't say

APPLIED MANAGEMENT SCIENCES

17.a. Have any principals approached you for in-service or workshop training in reading for themselves and/or their staffs since the district began participating in Right to Read?

(1) ☐ Yes

(2) ☐ No

b. If yes, how many?

____ Principals

18. Is there a Right to Read agreement/contract between your district and the State Right to Read?

(1) ☐ Yes

(2) ☐ No

19. Please rank order from 1 to 8 the following activities as to how essential they are for success of the Right to Read Program in your district. Place a "1" for the most essential, "2" for the next most essential, to "8" for the least essential activity.

Rank	Activities
____	Planning and coordinating of all reading activities
____	Assessing needs in the area of reading
____	Establishing reading as a top priority
____	Developing, identifying, validating reading programs and activities
____	Training administration in area of reading program development including in-service and pre-service training, and many of the functions performed by workshops and conferences
____	Training teaching staff in area of reading program development including in-service and pre-service training, and many of the functions performed by workshops and conferences
____	Receiving technical assistance from the State in the areas of needs assessment, planning, reading program development
____	Evaluating programs to determine how well they are reaching their objectives

20. What provisions are there in the district's Right to Read program for non-public schools? (Mark all that apply)

☐ Their personnel attend our Right to Read in-service training sessions and/or conferences

☐ They receive Right to Read curriculum materials

☐ They receive dissemination materials

☐ They have their own Right to Read Program

☐ They receive support services from our Right to Read Program

☐ They participate in local Right to Read Advisory Council/Unit Task Force activities

☐ They do not participate in the Right to Read Program

☐ Other, specify _____

☐ None of the above

21. Does the State Right to Read primarily: (Mark only one)

1 ☐ Provide you with support and direction when needed in carrying out your program and its objectives

2 ☐ Provide you with a complete program to adapt/adopt in your district

3 ☐ Provide little or no support of any type to the district

APPLIED MANAGEMENT SCIENCES

22.a. Has any exemplary reading program been described by the State as one which you might utilize in the development of your reading program?

(1) ___ Yes. Please specify the program. _____

(2) ___ No

b. If yes, have you utilized this program in any way in your Right to Read Program? (Mark only one)

(1) ___ Yes

(2) ___ No, but we are planning to do so in _____ school year

(3) ___ No, it does not meet our district's needs

Needs Assessment

23.a. Has a needs assessment been done in your district in the area of reading?

(1) ___ Yes

(2) ___ No

(If no, go on to question 25)

b. Did the needs assessment specifically include: (Mark all that apply)

___ Teachers' needs

___ Principals' needs

___ Institutional needs

___ Students' needs

___ None of the above

24. How were the results of the needs assessment used? (Mark all that apply)

___ Formulating the district Right to Read plan

___ Influencing direction of the district Right to Read Program

___ Disseminating program materials and information

___ Providing documentation for support of Right to Read at Board of Education level

___ Providing documentation for support of other district reading programs at Board of Education level

___ Informing other departments in the local district or other agencies

___ Requesting funds

___ Allocating funding priorities

___ Other, specify _____

___ None of the above

APPLIED MANAGEMENT SCIENCES

Dissemination

25. How often in the past year did you receive the following dissemination materials from the State Right to Read? (Mark one box per line)

	More than six times in the past year (1)	One to six times in the past year (2)	Not at all in the past year (3)
Training Materials	☐	☐	☐
Public Relations Materials	☐	☐	☐
Curriculum Materials	☐	☐	☐

26. How often in the past year have Right to Read activities been presented through any of the following vehicles? (Mark one box per line)

	More than six times in the past year (1)	One to six times in the past year (2)	Not at all in the past year (3)
District newsletter or similar publication	☐	☐	☐
Local media not sponsored by local district	☐	☐	☐
Conferences sponsored by your district	☐	☐	☐
Presentations at professional meetings	☐	☐	☐
PTA/PTO meetings	☐	☐	☐
Other, specify_____	☐	☐	☐

Evaluation

27.a Is there, or has there been in the past year, an evaluation in your district to determine how well your district Right to Read objectives are being met?

1) ☐ Yes

2) ☐ No

b. If yes, by whom? (Mark all that apply)

☐ State Right to Read

☐ Local district

☐ National Right to Read

☐ Other, specify_____

c. Were revisions or modifications made to your district's Right to Read Program as a result of evaluation data? (Mark all that apply)

☐ No significant changes made

☐ Change in method of reading instruction, e.g., greater emphasis on diagnostic prescriptive method

☐ Change in staff assignments or responsibilities of local Right to Read personnel

☐ Modification of local district Right to Read objectives

☐ Other, specify_____

☐ Not applicable

APPLIED MANAGEMENT SCIENCES

Effect of the Right to Read Program

29. What effect has the Right to Read Program had on attitudes in your district? (Mark one box per line)

	Improved (1)	No Effect (2)	Worsened (3)
Students' attitudes toward reading	☐	☐	☐
Teachers' attitudes toward reading instruction	☐	☐	☐
Principals' attitudes toward the reading program	☐	☐	☐

30. What other effect has the Right to Read Program had on student's reading habits in your district? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent on reading	☐	☐	☐
Library and/or classroom book usage	☐	☐	☐

31. What other effect has the Right to Read Program had on teachers in your district? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in teaching reading	☐	☐	☐
Preparatory time for teaching reading	☐	☐	☐
Demand for teacher aides	☐	☐	☐
Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐
Interaction with administrators (e.g., increased communication about reading programs)	☐	☐	☐

32. What other effect has the Right to Read Program had on administrators in your district? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent on administration of reading programs	☐	☐	☐
Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐
Interaction with students (e.g., visiting classrooms)	☐	☐	☐
Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

33. What problems have arisen in the school district as a result of Right to Read? (Mark all that apply)

- ___ Dissatisfaction with Right to Read objectives
- ___ Conflict between Right to Read objectives and other objectives
- ___ Teachers feel reading is being emphasized at the expense of other programs
- ___ Some teachers have been slow to accept the Right to Read strategy
- ___ Local district staff have resented the authority of the local district Right to Read Director
- ___ Other, specify_____
- ___ None

34. How has Right to Read changed the variety of reading methods in your district? (Mark only one)

(1) ___ Expanded the number of methods being used
(2) ___ Restricted reading instruction to a few specific methods
(3) ___ Not changed the number of methods being used

35. How can the Right to Read Program be improved in your district? (Mark up to five items that would have the most impact)

- ___ More staff support is needed for the district Right to Read Director
- ___ Better training is needed for the district Right to Read Director
- ___ Better training is needed for the district reading teachers
- ___ Better training is needed for the district principals
- ___ Greater dissemination of information on the Right to Read Program and the teaching of reading is needed for teachers and/or principals
- ___ A stronger role in the district administration is needed for the district Right to Read Director
- ___ More involvement in and support of Right to Read are needed from parents and/or the community
- ___ More involvement in and support of Right to Read are needed from teachers
- ___ More involvement in and support of Right to Read are needed from principals
- ___ More involvement in and support of Right to Read are needed from district administration
- ___ Better evaluation process and feedback are needed from the State Right to Read Program
- ___ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the State Right to Read Program
- ___ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the district Right to Read Program
- ___ The Right to Read Program could be made more relevant to my needs as an administrator
- ___ Other, specify_____

_____

APPLIED MANAGEMENT SCIENCES

36.a. In general, would you say the Right to Read Program in your district has been:

(1) ☐ Very successful

(2) ☐ Somewhat successful

(3) ☐ Ineffective

(4) ☐ Unsuccessful

b. Do you primarily attribute this to: (Mark all that apply)

☐ The funds provided

☐ The content of the program

☐ The persons administering the program

☐ The persons implementing the program

☐ Other, specify_____

37. Please rate the Right to Read Program in your State in the following areas: (Mark one box per line)

	Excellent (1)	Some improvement needed (2)	Nothing done in this area (3)	Not familiar enough to say (4)
Planning Right to Read Programs	☐	☐	☐	☐
Conducting needs assessment(s)	☐	☐	☐	☐
Developing criteria of excellence	☐	☐	☐	☐
Training of district Right to Read directors	☐	☐	☐	☐
Providing technical assistance to district Right to Read Programs	☐	☐	☐	☐
Disseminating program materials	☐	☐	☐	☐
Evaluating program	☐	☐	☐	☐
Supporting reading as a top priority	☐	☐	☐	☐
Coordinating State and other non-Right to Read funds into the Right to Read effort	☐	☐	☐	☐
Modifying non-Right to Read reading programs to fit the Right to Read effort	☐	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

I.D. No. | | | | | | | | | |

O.M.B No. 51-S75074
Approval Expires 6/76

PRINCIPAL/DIRECTOR QUESTIONNAIRE

School or Program Information

1. How many hours of Right to Read training have you received from the State?

___Hours

2.a. Are you now a member of a reading association/council?
(Mark all that apply)

- ☐ State
- ☐ Local
- ☐ National
- ☐ None of the above

b. Is this membership a result of your involvement in the Right to Read Program?

(1) ☐ Yes
(2) ☐ No

3. How many students, by grade levels and/or adults, are actually participating in your Right to Read Program?
(Fill in the appropriate boxes below)

	Pre-School	K	1	2	3	4	5	6	7	8	9	10	11	12	Other, specify
# Students Involved															
Total # Students in School															

4. During which academic years has the Right to Read Program been functioning in your building? (Mark all that apply)

- ☐ 1972-1973
- ☐ 1973-1974
- ☐ 1974-1975
- ☐ 1975-1976
- ☐ None of these

Planning and Management

5. How often does the district Right to Read Director visit your school?
(Mark only one)

(1) ☐ Permanently assigned to my building
(2) ☐ Weekly
(3) ☐ Monthly
(4) ☐ Seldom
(5) ☐ Never

APPLIED MANAGEMENT SCIENCES

6. What percent of the total time the Right to Read Director is in your building is spent in the following activities? (Fill in all relevant percents)

___% Observing classrooms

___% Showing State, district, or other personnel around

___% Providing technical assistance to teachers

___% Conferring with principal and/or other administrators

___% Other, specify_____

___% Don't know

7. Does your district Right to Read Program primarily: (Mark only one)

(1) ☐ Supply materials, staff, etc., to help you carry out your reading programs?

(2) ☐ Set specific firm guidelines for the conduct of a reading program?

(3) ☐ Do little or nothing to assist you in carrying out your reading programs?

Technical Assistance

8.a. Has the Right to Read Program in your building received any technical assistance in the areas of needs assessment, planning, or reading program development from the State Right to Read Program?

(1) ☐ Yes

(2) ☐ No

b. If yes, who provided the technical assistance? (Mark all that apply)

☐ State Right to Read staff

☐ District Right to Read staff

☐ Other State administrative personnel

☐ Outside consultants

☐ Staff of teachers from other districts

☐ Other, specify_____

9. What kinds of technical assistance have been provided in your building as a result of the Right to Read Program in your district? (Mark all that apply)

☐ Provision of outside consultants to work with your staff

☐ Assistance for teachers who do not teach reading in the planning of curricula which incorporate the Right to Read strategy

☐ Provision of training sessions for teachers

☐ Provision of training sessions for administrators

☐ Assistance in needs assessment

☐ Assistance in evaluation

☐ Assistance in diagnostic/prescriptive approach

☐ Provision of curriculum materials

☐ Other, specify_____

APPLIED MANAGEMENT SCIENCES

10.a. Have you attended any Right to Read conferences and/or workshops in the past year?

(1) ☐ Yes

(2) ☐ No

b. If yes, how many conferences/workshops did you attend last year?

____Conferences/workshops

11.a. What percent of reading teachers (include elementary teachers who teach reading along with other subjects) in your building have attended any Right to Read conferences and/or workshops in the past year?

____%

b. What percent of content area teachers in your building have attended any Right to Read conferences and/or workshops in the past year?

____%

☐ Does not apply

12. What incentives are provided for teachers or staff to attend Right to Read conferences and/or workshops? (Mark all that apply)

☐ Released time

☐ Professional growth points leading to salary increments

☐ College credit

☐ Certification requirement fulfillment

☐ Reduced workload

☐ Incentive pay

☐ Other, specify _____

☐ None

Dissemination

13. What kinds of dissemination materials do you receive from the State or district Right to Read Director? (Mark all that apply)

☐ Training/curriculum materials

☐ Public relations materials

☐ Other, specify _____

☐ None of the above

Evaluation

14.a. Has any evaluation been conducted in your school to determine how well the Right to Read objectives are being met?

(1) ☐ Yes

(2) ☐ No

(If no, skip to question 16)

b. If yes, by whom? (Mark all that apply)

☐ State Right to Read personnel

☐ District personnel

☐ National Right to Read personnel

☐ Yourself

☐ Other, specify _____

APPLIED MANAGEMENT SCIENCES

15. Were baseline data collected on students prior to the beginning of the Right to Read Program in your district?

[1] ☐ Yes

[2] ☐ No

16. How much participation have you had in the following activities in your school? (Mark one box per activity)

Activities	A great deal of participation (1)	Some participation (2)	No participation (3)
Planning the Right to Read Program	☐	☐	☐
Conducting Right to Read activities	☐	☐	☐
Providing independent assessments of the Right to Read Program	☐	☐	☐
Analyzing progress data	☐	☐	☐
Observing Right to Read classrooms	☐	☐	☐
Revising or modifying the Right to Read Program, based on evaluation or other data	☐	☐	☐
Changing administrative methods of the Right to Read Program	☐	☐	☐
Modifying school objectives to make them more measurable and specific	☐	☐	☐
Other, specify _____	☐	☐	☐

Effect of the Right to Read Program

17. What effect has the Right to Read Program had on attitudes in your school? (Mark one box per line)

	Improved (1)	No Effect (2)	Decreased (3)
Students' attitudes toward reading	☐	☐	☐
Teachers' attitudes toward reading instruction	☐	☐	☐
Principals' attitudes toward the reading program	☐	☐	☐

18. What other effect has the Right to Read Program had on student's reading habits in your school? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in reading	☐	☐	☐
Library and/or classroom book usage	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

19. What other effect has the Right to Read Program had on teachers in your school? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in teaching reading	☐	☐	☐
Preparatory time for teaching reading	☐	☐	☐
Demand for teacher aides	☐	☐	☐
Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐
Interaction with administrators (e.g., increased communication about reading programs)	☐	☐	☐

20. What other effect has the Right to Read Program had on you? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent on administration of reading programs	☐	☐	☐
Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐
Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐

21. How has Right to Read changed the variety of reading methods in your district? (Mark only one)

(1) ☐ Expanded the number of methods being used

(2) ☐ Restricted reading instruction to a few specific methods

(3) ☐ Not changed the number of methods being used

22.a. Has Right to Read led to an increase in the time spent in the teaching of reading?

(1) ☐ Yes

(2) ☐ No

b. Has this increase been at the expense of the teaching of other subjects?

(1) ☐ Yes

(2) ☐ No

c. If yes, what subjects? (Mark all that apply)

☐ Mathematics

☐ English/language arts

☐ Social studies

☐ Science

☐ Physical education

☐ Industrial education

☐ Home economics

☐ Business

☐ Other, specify _____

☐ None

APPLIED MANAGEMENT SCIENCES

23. What problems have arisen in your building as a result of Right to Read? (Mark all that apply)

- ☐ No problems
- ☐ Conflict exists between Right to Read objectives and other program objectives
- ☐ Teachers feel reading is being emphasized at the expense of other programs
- ☐ Some teachers object to accepting the Right to Read strategy
- ☐ School staff resent the authority of the local district Right to Read Director
- ☐ Some teachers feel they are not prepared content-wise to carry on the Right to Read strategy in their classrooms
- ☐ Other, specify _____

_____

24. How can the Right to Read Program be improved in your school? (Mark up to five items that would have the most impact)

- ☐ More staff support is needed for the district Right to Read Director
- ☐ Better training is needed for the district Right to Read Director
- ☐ Better training is needed for the reading teachers in my building
- ☐ Better training is needed for the district principals
- ☐ Better training is needed for other teachers in my building
- ☐ Greater dissemination of information on the Right to Read Program and the teaching of reading is needed for teachers and/or principals
- ☐ A stronger role in the district administration is needed for the district Right to Read Director
- ☐ More involvement in and support of Right to Read are needed from parents and/or the community
- ☐ More involvement in and support of Right to Read are needed from teachers
- ☐ More involvement in and support of Right to Read are needed from principals
- ☐ More involvement in and support of Right to Read are needed from district administration
- ☐ Better evaluation process and feedback are needed from the State Right to Read Program
- ☐ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the State Right to Read Program
- ☐ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the district Right to Read Program
- ☐ The Right to Read Program could be made more relevant to my needs as a principal/director
- ☐ Other, specify _____

APPLIED MANAGEMENT SCIENCES

25. What has your district done that was specifically geared toward involving you in the district Right to Read Program?

_____

_____

_____

_____

26. What has your district done that was specifically geared toward involving teachers in the district Right to Read Program?

_____

_____

_____

_____

27. What effect(s) has there been in your building that can specifically be attributed to the Right to Read effort?

_____

_____

_____

_____

_____

APPLIED MANAGEMENT SCIENCES

I.D. No. | | | | | | | | | |

O.M.B. No. 51-S75074
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TEACHER QUESTIONNAIRE

1. What grade levels do you presently teach? (Mark all that apply)

- [ ] Pre-school
- [ ] Kindergarten
- [ ] 1st-3rd grade
- [ ] 4th-6th grade
- [ ] 7th-9th grade
- [ ] 10th-12th grade
- [ ] Adult education

2. How many credit hours have you taken or are you currently taking in reading? (Mark "0" if you have not taken any)

Number of Credits

(A) Semester	(B) Quarter	
___	___	1975-1976
___	___	1974-1975
___	___	1973-1974
___	___	1972-1973
___	___	Prior to 1972

3.a. Are you presently a member of a reading association/council? (Mark all that apply)

- [ ] National
- [ ] State
- [ ] Local
- [ ] None of the above

b. Is this membership a result of your involvement in the Right to Read Program?

(1) [ ] Yes
(2) [ ] No

School or Program Information

4. How often in the past year have you met or talked with the Right to Read Director in your district? (Mark only one)

(1) [ ] Almost every day
(2) [ ] Weekly
(3) [ ] Once or twice a month
(4) [ ] Seldom
(5) [ ] Never

APPLIED MANAGEMENT SCIENCES

5.a. How often does he/she visit your class? (Mark only one)

(1) ☐ Almost every day
(2) ☐ Weekly
(3) ☐ Once or twice a month
(4) ☐ Seldom
(5) ☐ Never

b. What does he/she do during these visits? (Mark all that apply)

☐ Observes classroom
☐ Shows State, district and other personnel around
☐ Provides technical assistance
☐ Remediates instruction
☐ Other, specify _____

6.a. Do the Right to Read Program's goals and objectives agree with your teaching objectives? (Mark only one)

(1) ☐ Yes, almost all of them do
(2) ☐ Some agree, some are in conflict
(3) ☐ No, most of them conflict with my objectives
(4) ☐ Don't Know

b. Are the methods of teaching reading espoused by the district's Right to Read Program in accordance with your teaching methods? (Mark only one)

(1) ☐ Yes
(2) ☐ Some are, some are not
(3) ☐ No

7. Does the district's Right to Read program primarily: (Mark only one)

(1) ☐ Supply materials, staff, etc. to help you conduct your instruction in reading?
(2) ☐ Set specific firm guidelines for the conduct of your instruction in reading?
(3) ☐ Do little or nothing for you in the conduct of your instruction in reading?

8. Is the focus of your school's Right to Read Program primarily aimed at: (Mark only one)

(1) ☐ Gifted/high achievers in reading
(2) ☐ Average readers
(3) ☐ Slow achievers in reading

APPLIED MANAGEMENT SCIENCES

Training and Technical Assistance

9. As a result of the Right to Read Program, have you received any technical assistance in the areas of: (Mark all that apply)

- ☐ Needs assessment
- ☐ New and/or innovative approaches to teaching reading
- ☐ Curriculum development in the area of reading
- ☐ The teaching of subjects other than reading
- ☐ Instructional materials and aids development
- ☐ Evaluation of the school's Right to Read Program
- ☐ Assistance in developing the diagnostic/prescriptive approach
- ☐ Other, specify _____
- ☐ Never received any technical assistance from Right to Read

10. Who provided the Right to Read technical assistance? (Mark all that apply)

- ☐ District Right to Read director/staff
- ☐ State Right to Read staff
- ☐ Other State administrative personnel
- ☐ Outside consultants
- ☐ Staff or teachers from other districts
- ☐ Other district personnel
- ☐ National Right to Read staff
- ☐ Staff from your own school
- ☐ Other, specify _____
- ☐ No technical assistance was provided from Right to Read

11. About how many days of workshops, conferences, in-service training, etc., have you received as part of Right to Read Program in the: (Fill in all that apply, mark "0" if none)

- ___ 1972-1973 school year
- ___ 1973-1974 school year
- ___ 1974-1975 school year
- ___ 1975-1976 school year

12. What incentives are provided for you to attend Right to Read conferences and/or workshops? (Mark all that apply)

- ☐ Released time
- ☐ Professional growth points leading to salary increments
- ☐ College credit
- ☐ Certification requirement fulfillment
- ☐ Reduced workload
- ☐ Incentive pay
- ☐ Other, specify _____
- ☐ None

APPLIED MANAGEMENT SCIENCES

13. How helpful have the technical assistance, training, and workshops been in enabling you to carry out your classroom activities? (Mark only one)

(1) ☐ Very helpful
(2) ☐ Helpful
(3) ☐ No effect
(4) ☐ Negative effect
(5) ☐ Have not received any

14.a. Has anyone asked you to provide information as to how the Right to Read Program can be improved?

(1) ☐ Yes
(2) ☐ No

b. If yes, who? (Mark all that apply)

☐ Principal
☐ District Right to Read Director
☐ Other, specify _____

Effect of the Right to Read Program

15. What effect has the Right to Read Program had on attitudes in your school? (Mark one box per line)

	Improved (1)	No Effect (2)	Worsened (3)
Students' attitudes toward reading	☐	☐	☐
Teachers' attitudes toward reading instruction	☐	☐	☐
Principals' attitudes toward the reading program	☐	☐	☐

16. What other effect has the Right to Read Program had on student's reading habits in your school? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in reading	☐	☐	☐
Library and/or classroom book usage	☐	☐	☐

APPLIED MANAGEMENT SCIENCES

17. What other effect has the Right to Read Program had on teachers in your school? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent in teaching reading	☐	☐	☐
Preparatory time for teaching aides	☐	☐	☐
Demand for teacher aides	☐	☐	☐
Interaction with colleagues (e.g., increased discussion of reading problems and instructional methods)	☐	☐	☐
Interaction with administrators (e.g., increased communication about reading programs)	☐	☐	☐

18. What other effect has the Right to Read Program had on administrators in your school? (Mark one box per line)

	Increased (1)	No Effect (2)	Decreased (3)
Time spent on administration of reading programs	☐	☐	☐
Interaction with teachers (e.g., increased communication with regard to reading programs)	☐	☐	☐
Interaction with students (e.g., visiting classrooms)	☐	☐	☐
Interaction with other administrators (e.g., increased participation in planning reading programs)	☐	☐	☐

19. What other effect has Right to Read had on your school? (Mark all that apply)

☐ It has led to greater experimentation in new or innovative methods of teaching reading

☐ It has led to standardization of teaching reading along guidelines established by the State program

☐ It has led to increased number of parent volunteers in the school programs

☐ It has led to increased evaluation of teacher effectiveness

☐ It has provided better, measurable objectives to conduct a reading program

☐ It has provided more effective tools for assessing the needs of students

☐ Other, specify _____

☐ None of the above

APPLIED MANAGEMENT SCIENCES

20.a. How many hours per week did you spend teaching reading before Right to Read?

____ Hours per week

b. How many hours per week do you now spend teaching reading?

____ Hours per week

c. If you spend more time teaching reading now, which subject(s) is de-emphasized? (Mark all that apply)

- ☐ No subject is de-emphasized
- ☐ Mathematics
- ☐ English/language arts
- ☐ Social studies
- ☐ Science
- ☐ Physical education
- ☐ Industrial education
- ☐ Home economics
- ☐ Business
- ☐ Other, specify _____

d. If you are a content area teacher, how much time do you spend teaching reading?

____ Hours per week

21. What problems have arisen in your school as a result of Right to Read? (Mark all that apply)

- ☐ Conflict between Right to Read objectives and other program objectives
- ☐ Some teachers feel reading is being emphasized at the expense of other programs
- ☐ Some teachers have been slow to accept the Right to Read strategy
- ☐ School staff have resented the authority of the district Right to Read Director
- ☐ Other difficulties in working with district Right to Read Director
- ☐ Other, specify _____

_____

APPLIED MANAGEMENT SCIENCES

22. How can the Right to Read Program be improved in your school? (Mark up to five items that would have the most impact)

- ☐ More staff support is needed for the district Right to Read Director
- ☐ Better training is needed for the district Right to Read Director
- ☐ Better training is needed for the district reading teachers
- ☐ Better training is needed for the district principals
- ☐ Better training is needed for other teachers in my building
- ☐ Greater dissemination of information on the Right to Read Program and the teaching of reading is needed for teachers and/or principals
- ☐ A stronger role in the district administration is needed for the district Right to Read Director
- ☐ More involvement in and support of Right to Read are needed from parents
- ☐ More involvement in and support of Right to Read are needed from teachers
- ☐ More involvement in and support of Right to Read are needed from district administration
- ☐ Better evaluation process and feedback are needed from the State Right to Read Program
- ☐ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the State Right to Read Program
- ☐ More workshops, consultants, in-service training, and other forms of technical assistance are needed from the District Right to Read Program
- ☐ The Right to Read Program could be made more relevant to my needs as a teacher
- ☐ Other, specify, _____
- ☐ Don't know

23. Has your school benefited significantly in any way from being part of Right to Read? (Mark all that apply)

- ☐ Reading scores are up sharply
- ☐ Much more enthusiasm for reading on the part of students
- ☐ More money and supplies are available
- ☐ Teachers are more effective in teaching reading
- ☐ Other, specify _____
- ☐ None

APPLIED MANAGEMENT SCIENCES

I.D. No. _____

O.M.B. No. _____

Approval Expires _____

LOCAL DISTRICT ADULT BASIC EDUCATION DIRECTOR QUESTIONNAIRE

1. About how many hours per month do you spend on Right to Read activities?

___ Hours per month

2. What are the sources of funding for the adult literacy program? (Mark all that apply)

- ☐ Adult Basic Education funds
- ☐ General Educational Development funds
- ☐ Office of Economic Opportunity funds
- ☐ State Right to Read Program funds
- ☐ Local district Right to Read Program funds
- ☐ Other, specify _____

3. Who is the local district Right to Read Director? _____

4. How often do you and the local district Right to Read Director consult on matters regarding the administration of adult reading programs? (Mark only one)

(1) ☐ At least weekly
(2) ☐ Two or three times a month
(3) ☐ Monthly
(4) ☐ Infrequently
(5) ☐ Never

5. Do you feel you understand the goals and objectives of the local district's Right to Read Program?

(1) ☐ Yes
(2) ☐ No

6.a. If a district needs assessment of the adult population has been done, who planned it? (Mark all that apply)

- ☐ No needs assessment has been done
- ☐ State Right to Read staff
- ☐ District Right to Read staff
- ☐ District Adult Basic Education staff
- ☐ State Adult Basic Education staff
- ☐ Other State agencies, specify _____
- ☐ Other, specify _____
- ☐ Don't know

b. How were the results of the needs assessment used? (Mark all that apply)

- ☐ For development of the district's Adult Basic Education Program
- ☐ For development of your district's Right to Read Program
- ☐ For public dissemination
- ☐ For developing funding allocation priorities
- ☐ Other, specify _____
- ☐ None of the above
- ☐ Don't know

APPLIED MANAGEMENT SCIENCES

7. How many Adult Basic Education teachers are there in your district?

____ teachers

8.a. How many Adult Basic Education teachers in your district received any technical assistance from the State or local district Right to Read Program in the areas of: (Fill in the number of teachers for each applicable area)

____ Needs assessment

____ New and/or innovative approaches to teaching reading

____ Diagnosis of reading problems

____ Curriculum development in the area of reading

____ Incorporation of the Right to Read strategy in the teaching of subjects other than reading

____ Instructional materials development

____ Other, specify _____

b. Was this technical assistance specifically geared for the instruction of adults?

(1) ____ Yes

(2) ____ No

9.a. Have you attended any workshops or conferences sponsored by Right to Read?

(1) ____ Yes

(2) ____ No

b. If yes, how many workshops or conferences in the past year?

____ workshops/conferences

c. Was adult literacy covered as a separate topic in these meetings?

(1) ____ Yes

(2) ____ No

APPLIED MANAGEMENT SCIENCES

10.a. Has any evaluation been conducted in your district to determine the effectiveness of the adult component of the district's Right to Read Program?

(1) ☐ Yes

(2) ☐ No

b. If yes, by whom? (Mark all that apply)

☐ State Right to Read personnel

☐ State Adult Basic Education personnel

☐ National Right to Read personnel

☐ Local Right to Read personnel

☐ Local Adult Basic Education personnel

☐ Other, specify _____

c. Was this evaluation: (Mark only one)

(1) ☐ Part of an overall Right to Read evaluation

(2) ☐ A separate adult component evaluation

d. Did you receive the results of the evaluation?

(1) ☐ Yes

(2) ☐ No

e. What revisions or modifications of the literacy program in your district were made as a result of evaluation data? (Mark all that apply)

☐ Change in method of reading instruction

☐ Change in staff assignment or responsibilities of Adult Basic Education personnel

☐ Modification of objectives of Adult Basic Education Program

☐ Other, specify _____

☐ None

11. In what ways has your program benefited significantly from being part of Right to Read?

☐ Much more enthusiasm for reading on the part of students

☐ More money and supplies are available

☐ Teachers are more interested in teaching reading

☐ Other, specify _____

☐ None of the above

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